



# Healthy Caregivers- Healthy Children (HC<sup>2</sup>) Curriculum

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# INTRODUCTION

**Goal:** Commitment to sustain health and wellness standards in early education centers.

**Purpose:** The goal of the Healthy Caregivers – Healthy Children (HC<sup>2</sup>) program is to reduce the incidence of obesity in 2-5 year old children. The project is designed to assist childcare centers in developing healthier dietary and physical activity practices to achieve this goal.

Good nutrition enhances learning and quality of life. This plan reflects an integrated approach to ensuring a child care environment that promotes optimal nutrition for students. Successful dietary changes should occur gradually. The intent of the policy is to enable child care centers/homes to provide students with nutritious food and beverage choices while implementing changes progressively.

The Healthy Caregivers – Healthy Children Booster Curriculum is designed to be implemented in child care centers for children ages 2-5. The curriculum is structured into four individual policies with the purpose of creating a healthier environment and lifestyle for the children.

**Policies:** The policies targeted in this curriculum include Snack, Beverage, Screen Time & Physical Activity.

1. **PHYSICAL ACTIVITY:** To reduce childhood obesity by increasing children’s daily amount of physical activity.
2. **SNACK:** To reduce childhood obesity by lowering simple carbohydrate snacks (cookies, chips, etc.) and increasing fresh fruits and vegetables.
3. **BEVERAGE:** To reduce childhood obesity by lowering the amount of high sugar and high fat beverages served.
4. **SCREEN TIME:** To reduce childhood obesity by limiting the amount of “screen” time including television, video, and computer time in childcare centers.

**Layout:** The curriculum is categorized into different sections for the convenience of the teacher.

1. Introduction
2. Table of Contents
3. Lessons – The lessons are divided into introductory lessons, and then those for each policy.
4. Appendix: additional resources

**Format Description:** To facilitate the connection of all information throughout the curriculum an activity guide is provided as an explanation of all activities in the lesson plan. (see below)

**Red text indicates what the teacher should say out loud during the activity.**

**Bold, green text indicates where teachers should be modeling during the activity.**

**Bold, blue text indicates where self-help standards are addressed in the lesson.**

*Italicized text indicates where accommodations can be made to the activity for children with disabilities*

<b>CURRICULUM PLAN:</b> Healthy Caregivers –Healthy Children
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<b>POLICY:</b> PHYSICAL ACTIVITY
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<b>Activity Title:</b> ANIMAL DICE
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<b>Level:</b> AGES 2-5
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<b>Lesson Duration:</b> AS NEEDED
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**Lesson Objective:**

**BRIEF DESCRIPTION OF CHILD LEARNING GOALS FOR THE ACTIVITY**

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**Lesson Preparation:**

**TIPS FOR TEACHER LESSON PREPARATION**

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**Materials:**

**LIST OF MATERIALS/EQUIPMENT NECESSARY FOR THE ACTIVITY**

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**Instructions:**

**DETAILED INSTRUCTIONS FOR THE ACTIVITY AS WELL AS POSSIBLE ACCOMMODATIONS, SPECIFIC PRAISE, AND TEACHER MODELING.**

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**CLASS Associations:**

**LIST OF CLASS STANDARDS ADDRESSED IN THE LESSON**

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**Language/Vocab:**

**VOCABULARY FOR LANGUAGE MODELING.**

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**CLASS Enrichment Questions:**

**ADDITIONAL DISCUSSION QUESTIONS TO BE USED BY THE TEACHER DURING THE ACTIVITY TO ENRICH CLASS STANDARDS**

## **Policy Standards:**

**Below is a list of the 4 policy standards based on best practices.**

### **BEST PRACTICES**

Research indicates that one of the most effective ways to prevent chronic diseases is to establish policies and programs that encourage children to develop and sustain healthy habits at a young age (Caring for Our Children, 2011). Furthermore, there is a demonstrated association between an increased consumption of sugar-sweetened beverages and weight gain. It has been demonstrated that snack foods are major contributors to the extra calories that children are consuming (Center for Science in the Public Interest, 2003). Researchers hypothesize that reducing the availability of simple carbohydrate snacks and increasing the consumption of fresh fruits and vegetables will result in fewer calories consumed daily. Research has indicated that decreased physical activity is an additional primary factor in this disturbing trend (Pate et al., 2004). Consequently, centers/homes have been urged to limit extended periods of inactivity.

One way of eliminating unnecessary sedentary behavior in preschool is to reduce the amount of screen time (e.g., television and video viewing and computer time) offered at the childcare center. The Institute of Medicine recommends that children aged 3–5 are physically active (including light, moderate, and vigorous activity) for an average of 15 minutes per hour. For example, children spending 8 hours per day in care should be provided opportunities to be active for a period of at least 2 hours. This is considered to be “best practice” for preschool children and will be the standard adopted in this policy.

Caring for Our Children, National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition (CFOC3) recommends prohibiting screen time exposure for children under the age of 2, and limiting exposure for children over age two to no more than 30 minutes a week (with the understanding that the child will likely have additional exposure outside of child care).

### **OBJECTIVE**

The objective of this project is to reduce childhood obesity by decreasing the consumption of high fructose and high fat beverages, decreasing the consumption of simple carbohydrate snacks, increasing the consumption of fresh fruits, vegetables, and whole grains, reducing TV viewing time, and increasing physical activity.

In order to accomplish this objective, this curriculum was developed to help teachers educate children about these four policies. In addition, the goal is that this curriculum will influence centers’ policies in accordance with the standards below (from Caring for our Children). The beverage and snack time standards apply to centers/homes who have food catered or who prepare meals. While it does not apply to those whose parents provide meals/snacks, it is encouraged that facilities provide a similar set of standards for the parents.

### **BEVERAGE STANDARDS**

- 1) Water or low-fat milk rather than juice will be served during snack time as the beverage.
- 2) All cow’s milk served to 2-5-year-old children will contain one percent or less milk fat.
- 3) All juices will be 100% pasteurized fruit or vegetable juice and will be served ideally one time per week, but no more than 1 time per week.

- 4) All water or flavored waters will not have added sugars or artificial sweeteners.
- 5) Staff will be asked to serve as healthy role models in selecting water and other low-calorie and/or nutritious beverages (i.e. no sodas, including diet drinks) while at the center.

### **SNACK TIME STANDARDS**

- 1) Fresh fruits and vegetables, low-sugar canned fruit, or frozen thawed will be the preferred snacks at the center and will be served at least once a day.
- 2) High sugar, high fat foods will be avoided during snack time and whole grains will be utilized.
- 3) Children will be included in the preparation of snacks and meals as often as possible and/or family style meals will be served.
- 4) Teachers will utilize nonfood incentives or rewards with students and will not withhold food from students as a punishment.
- 5) Serving of fruits and vegetables will be prepared and served appropriately to eliminate potential choking risks. Food preparation staff and teachers will be trained in the proper preparation of foods for young children (e.g., cut cherry tomatoes and grapes in half, steam carrot slices, cut canned fruit like peach slices in half, chop up cooked greens into small pieces, spread peanut butter thinly, etc.).
- 6) Serving of peanut butter or any peanut-based products will be provided based on parent's acknowledgment that their child is not allergic.

The Screen Time and Physical Activity section applies to all centers and homes.

### **SCREEN TIME STANDARDS**

- 1) Television and video viewing and computer time will be limited to fewer than 30 minutes one time per week (based on typical childcare hours of 9am to 5pm), and will be used for educational or physical activity purposes only.
- 2) Teachers will promote physical activity as an alternative to television viewing and computer time.
- 3) Staff will not withhold participation in physical activities as a punishment.

### **PHYSICAL ACTIVITY STANDARDS**

- 1) Children will participate in at least 90 to 120 minutes of combined physical activity per 8 hour day.
- 2) Children will not be seated for more than fifteen minutes at a time, except during meals or naps
- 3) Teachers will incorporate two or more short structured activities (five to ten minutes) or games daily that promote physical activity
- 4) Teachers will provide indoor activities to encourage physical activity on days when it is not possible to go outside due to the weather.
- 5) Staff will not withhold participation in physical activities as a punishment.

## REFERENCES

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for Our Children, 3rd Edition: National Health and Safety Performance Standards: Guidelines for Early Care and Early Education Programs*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.

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California School Board Association & California Project LEAN. (2006) Student wellness: A healthy food and physical activity policy resource guide. Retrieved October 15th, 2006 from California School Board Association website: <http://www.csba.org>

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Healthy Child Care America. Model school wellness policies. Retrieved October 15<sup>th</sup>, 2006 from the Healthy Child Care America website: <http://www.schoolwellnesspolicies.org/WellnessPolicies.html#promotion>

National Child Care Information Center. Childhood obesity prevention. Retrieved October 15th, 2006 from Healthy Child Care America website: <http://nccic.acf.hhs.gov/poptopics/childobesity.html>

Pate RR, Pfeiffer KA, Trost SG, Ziegler P, et al. Physical activity among children attending preschool. *Pediatrics* 2004; 114: 1258-1263.

United States Department of Agriculture Food and Nutrition Service. Healthy schools: Local wellness policy. Retrieved October 15th, 2006, from USDA Food and Nutrition Service website: <http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

United States Department of Agriculture Food and Nutrition Service. (2004). Childhood Obesity: A Food and Nutrition Resource List for Educators and Researchers. Retrieved October 15th, 2006, from USDA Food and Nutrition Service website: <http://www.nal.usda.gov/fnic/pubs/bibs/topics/weight/childobesity.html>

### **CLASS Associations & Enrichment:**

The CLASS Standards have been infused throughout the Healthy Caregivers – Healthy Children Curriculum as recommended by the Quality Counts. In the Lesson Format (above), the specific CLASS standards addressed by that lesson are listed.

The CLASS is the Classroom Assessment Scoring System, an observational assessment of a variety of features of the classroom environment that are tied to student achievement and development. It is often used as a progress monitoring tool to give teachers constructive feedback on their style of instruction. The lessons in this curriculum were made with the CLASS in mind because when curricula are designed using the CLASS standards, their implementation tends to more effectively lead to student academic and developmental progress.

**Active Learning:** According to Quality Counts standards, children should not be seated for more than 15 minutes during each activity. Please keep this in mind when implementing the curriculum.

**Reminders:** Teachers will keep in mind the following tips when implementing the curriculum.

- Lessons should be presented in a fun, playful, interactive and engaging manner, creating an overall positive culture or climate in their classroom. Children learn best by actively participating in a positive environment.
- Teachers should be aware of children’s body language, verbal and non-verbal cues.
- We highly recommend teachers establish relationships with the children and maintain a positive climate by using the following strategies and skills:
  - Be an active listener and participant
  - Provide positive expectations for the lessons
  - Give positive, specific praise
  - Use a soft tone of voice
  - Sit at child eye level and make eye contact with children
  - Use physical and verbal affection
  - Show positive facial expressions
  - Engage in activity
  - Show mutual enjoyment and enthusiasm



# RESOURCES

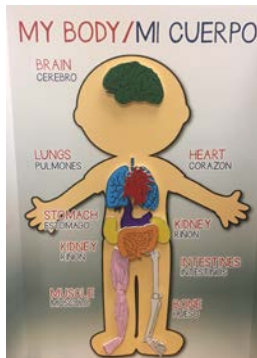
For best results from the Healthy Caregivers – Healthy Children Booster Curriculum, we highly recommend child care centers and teachers to obtain/create the following resources. This section will serve as a guide for teachers to understand the use and purpose of the main materials used throughout the curriculum.

## Healthy Howie- Puppet



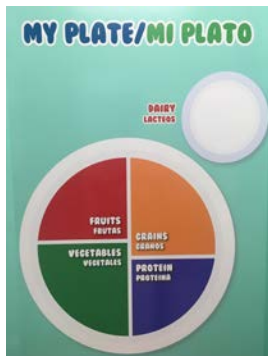
Healthy Howie is a puppet that is used to introduce any activity within this curriculum to the children. **Teachers are encouraged to use ANY puppet they choose to be “Healthy Howie” that is already in their classroom.** The children should be very familiar with Healthy Howie and should naturally associate him to any topic related to any of the 4 policies. Be sure to always practice introducing new activities with Healthy Howie before introducing it to the class. The more comfortable you are with the puppet, the better the children will feel about him teaching them. Remember, once Healthy Howie begins to speak the attention is no longer on you, it is all about Healthy Howie. So have fun and let the excitement fill the room!

## MyBody Poster & 9-vital organ pieces



The MyBody Poster is used to teach children about the main organs in the body. After the children review their knowledge of a food group, you can refer back to the MyBody poster. It is valuable for the children to associate how what they eat affects their body so **repetition is important.** Keep the poster in the classroom throughout the year and feel free to incorporate it into other lessons within your own curriculum planning.

## MyPlate Poster & 88-food pieces



The MyPlate Poster is used to teach children about the five food groups. The poster can be incorporated into any activities from the snack and beverage policy to enhance each lesson. Keep the poster in the classroom throughout the year and feel free to incorporate it into other lessons within your own curriculum planning.

## **Materials & Troubleshooting**

If teachers have any difficulties implementing the program or lesson plans in the classroom, or have questions about materials, we encourage teachers to contact the University of Miami at the phone number below:

### **UM Contact Information**

Phone: 305-243-3938

You may also contact the Principal Investigators:

**Dr. Ruby Natale, PhD, PsyD**

Email: [rnatale@med.miami.edu](mailto:rnatale@med.miami.edu)

**Dr. Sarah Messiah, PhD, MPH**

Email: [smessiah@med.miami.edu](mailto:smessiah@med.miami.edu)

\*Remember, this curriculum is to act as a guide. Every early education classroom environment is different and schedules vary from class to class and program to program. We encourage teachers to find what works for their classroom. For example: If a 2 year old classroom cannot sit for 15 minutes and the teacher knows they will have a hard time engaging in the activity for that long, the teacher might break up the activity throughout the day because this works best for this classroom.

## **Accommodations for Student Disabilities**

### **Fine Motor Impairments**

#### Art Activities

- Use fat, short markers and crayons for drawing as they tend to be easier to grasp.
- Teachers should use hand over hand assistance when needed, but not complete the task entirely for the child.
- If children cannot hold the paper down with one hand and color with the other, tape the paper down on the corners while the child colors.
- If children have difficulty cutting with scissors, they can tear the paper instead.
- Using thicker paper when cutting can help children who have cutting difficulty.

### **Gross Motor Impairments**

- Some children may have difficulty completing more advanced physical movements such as balancing, skipping, etc. These children should be allowed to complete the activity as best as they can. If they cannot think of a different way to participate and become frustrated, the teacher can give them some ideas to choose from. For example, if a child gets frustrated because s/he cannot jump, the teacher could say, "You could lift your feet up and down instead," and model by marching in place.

### **Visual Impairments**

- Keep doors and cabinets closed so children do not bump into the edge of the door.
- Keep toys and materials in the same place every day. Encourage other children to help the child with visual impairment by putting things back where they found them.

#### Circle Time/Small Group Activities

- Seated as close to teacher and visuals as possible
- During songs, the teacher should gently guide the child's hands through the actions until he/she has learned them
- Carpet squares will help him/her understand his/her position in space and prevent him/her bumping into other children

### **Hearing Impairments**

- Provide visual cues about activities and expectations.
- Cut down on background noise so children with hearing impairments can hear the teacher and other children
- Teach other children to get the child's attention and face the child when speaking.
- Use stories and songs with many actions to increase the child's ability to participate.

### **Attention Deficits**

- Give reminders to the specific child when an activity is about to end. If the child likes that activity, use a timer to show how much time is left.

- Only present the materials necessary for the next step – the other materials should be relatively out of sight so the children are not overwhelmed.

### Circle Time/Small Group Activities

- Decrease the length of circle time
- Give children laminated visuals relevant to the circle time activity to hold if they are sitting nicely in the group
- Make sure that all children can see the books the teacher reads
- Alternate between active/standing and sitting activities
- Seat children further apart from one another to decrease the temptation to touch their neighbors
- Seat the child next to an adult, if possible

### Art Activities

- Allow children to stand during the activity if it keeps them more engaged.

## **Autism Spectrum Disorder**

### Circle Time/Small Group Activities

- Do not expect the child to stay at circle time the full time
- Use puppets or other props during circle time instead of depending upon social engagement
- Incorporate the child's specific interests into the activity
- Make sure circle time is the same every day
- Include visuals of any verbal parts of the activity. For example, having visuals of the steps of the activity can be helpful, as well as visuals of what the teacher is teaching about.

### Art Activities

- If the smell or feel of art materials is overwhelming for the child, offer a different medium. For example, if the smell of paint is overwhelming, the child can draw with markers or crayons.

### Physical Activity

- Notice when the child is too overstimulated during an activity and encourage him/her to take a break to calm down and engage in a quieter activity.

Resources gathered from:

The Inclusive Early Childhood Classroom by Patti Gould and Joyce Sullivan

<http://articles.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs#.VJW1a14AA>

# Materials

Core HC <sup>2</sup> Materials	Additional Materials	Optional Lesson Materials
MyBody Poster (& body organs)	Extra-long white paper	Soccer ball
"Healthy Howie" Puppet (any)	White and brown construction paper	Cones
MyPlate Poster (& food groups)	Scissors	Parachute
Laminated Vegetable Pictures	Glue Sticks	Plastic cups or small pots
Laminated Fruit Pictures	Crayons and colored pencils	Soil
Laminated Grain Pictures	Plastic cups	Laminated red circle
Laminated Protein Pictures	Plastic Fruits & Vegetables (optional)	Laminated green circle
Laminated Bone & Dairy Health Pictures		Laminated pictures of Beverages
Water Pitcher		Sugar
Brown Paper Bags (Mystery Bag)		Teaspoons
Animal Dice		Ziploc plastic bags
'Fruitbowl' Poster Board		Black Construction Paper
Stretching Visual		White Paint
'Watch Me Grow' plant labels		Paint brushes
Tooth Template		Duplo blocks
		Play Dough
		Yarn or String
		Permanent markers
		Contact Paper
		Painter's tape
		Sugar Chart
		Pea Seeds
<b>Books:</b>		MyPlate Pieces
<i>Eating the Alphabet</i> by Lois Ehlert		<b>Optional Books:</b>
<i>Doing the Animal Bop</i> by Jan Ormerod		<i>Sylvia's Spinach</i> by Katherine Pryor
<i>Potter the Otter A Tale about Water</i> by Shalini Singh		<i>Good for Me and You</i> by Mercer Mayer
<i>Potter Potter the Healthy Otter</i> by Shalini Singh		<i>My Amazing Body</i> by Pat Thomas

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**Activity Title:** INTRODUCTION TO MY BODY

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

To introduce children to the My Body poster and the organs.

**Lesson Preparation:**

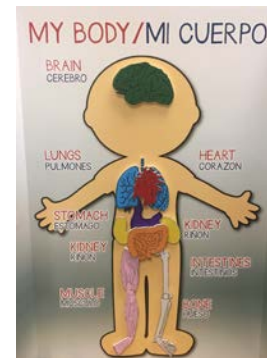
Read the lesson and make sure you have all of the organs. Gather the materials and read the questions so you are familiar with them during the activity.

**Materials:**

- ✓ Puppet
- ✓ “My Body Poster”
- ✓ Organ pictures

**Introduce Healthy Howie or your own puppet or doll:**

Introduce puppet as a guest in your classroom and tell children he’s going to teach them about their bodies and organs, how they work and how to keep their bodies healthy and strong.



Example: “This is Healthy Howie! He is going to help us learn how to be healthy and strong.

He is going to teach us all about our body today and what we can do to keep our bodies healthy and strong. This is a picture of a body! Healthy Howie is going to teach us about organs in the body that keep us healthy and strong and where they are in the body. Does anyone know any of the organs or parts inside the body?”

Introduce the first picture from the my body cutouts and ask, “Does anyone know what this is?” After the children respond to questions, pick a student to show where the brain goes in the body. Assist the student as needed. Have this student place the organ on the poster and introduce the next organ.

**Introduce each the organs:** Examples of questions and responses are listed below.

\*Note: The 2-3 year old classroom will learn only about the brain, bones, heart, lungs, stomach, and muscles. Classrooms with children 3+ year olds will be taught all of the organs described below. Please adjust the teaching as needed for the developmental abilities of the children in

your class. However, please use the real names of each of the organs. Children should become familiar with the words, organ, heart, brain, etc.

**Brain:** (show the picture of the brain)

- “Where is your brain?” (Let them show you)
- “What does your brain like you to eat every day?” Healthy breakfast, fruits and vegetables, etc.
  - “Why?” To start your day off (breakfast), so you can learn and think.
- “Why do we need a brain?” The brain is very important as it tells our body what to do and helps us learn.

**The Bones:** (show the picture of the leg bone)

- “What is this?” (show the students the picture of the bone)
- “What do your bones like you to eat?” Low fat milk, cheese, yogurt
  - “Why?” We need to keep our bones and teeth strong
- “Why do we need strong bones?” Bones give our body shape and we need strong and healthy bones to play
- “What would our bodies look like if we didn’t have bones?” Our bodies would be “floppy” (have children demonstrate a “floppy” body)

**Muscles:** (show the picture of the muscle)

- “Let me see your muscles.” (Let kids make a muscle with their arms)
- “What kind of things do your muscles like you to do?” Exercise, walk, play sports, jump, stretch, etc.
  - “Why?” To keep our muscles nice and strong
- “What kinds of food do your muscles like you to eat?” Healthy food/chicken, meat, pork, fish, nuts, beans, etc.
- “Do you like to play outside and run, jump...?” Then we need to have strong muscles and eat healthy
- “What sports do you like to play?” We need our muscles to play sports!

**Heart:** (show the picture of the heart)

- “Where is your heart?” Let them show you.
- Ask students to, “Please put your hand on your heart.” Ask, “Do you feel anything?” Students may say “No,” tell students that they may not feel anything now, but they will after they do exercise.
- Tell students, “Ball up your fist.” Demonstrate. Tell them, “This is how big your heart is.”
- “Why do we have a heart and what does the heart do?” We need a healthy heart to live and be healthy
- “What does the heart like you to do?” The heart likes you to move and have fun. I know you like to run, jump...
- If possible engage students in a small physical activity (e.g., jumping jacks, or jumping) and say, “Let’s get our hearts pumping.” After the children engage in physical activity either during this time or during physical activity times, have the children put their hand

on their heart. Ask students, “What do you feel?” Tell students, “This is your heart pumping and it’s saying, ‘Thank you,’ for exercising and taking care of your body.”

**Lungs:** (show the picture of the lungs)

- “What are these?” Show children the lungs picture, you may ask children where they are located.
- “What do your lungs like you to do?” Breathe fresh air.
- “Let’s take some deep breaths.” (Have children stand up and move arms up and down slowly like a butterfly as they breathe). Explain, “It’s good to take deep breaths to help our lungs.”
- “How do we keep our lungs healthy?” By breathing in fresh air and staying away from smoke.

**Stomach:** (show the picture of the stomach)

- “Where is your stomach?” In your tummy/abdomen.
- “What does your stomach do?” After you eat the food goes to your stomach. Your stomach breaks down the food into small bits and pieces
- “What does the stomach like you to eat?” Eat healthy foods like fruits, vegetables, etc. to give your body lots of good energy.
- Make a growling sound and ask what that means when they hear this sound coming from their stomach. Tell students, “This is your stomach asking you to give it something healthy to eat.”

**Kidneys:** (show the picture of the kidneys)

- “Where are your kidneys?” Lower back
- “What do your kidneys like you to drink?” Water
- “Why?” To help clean out our body and get rid of things our bodies don’t need.
- “When should we drink water?” We need to drink lots of water after we... (play outside, etc.).

**Intestines:** (show the picture of the intestines)

- “Where are your intestines?” In the lower part of your abdomen/body, below your stomach. “What do your intestines do?” They break down the food (you can go into more detail if you like).
- “What do your intestines like you to do?” Eat healthy food that has lots of nutrients and drink lots of water.

“Now we’re going to say “goodbye” to our organs and put them on the poster.” Prompt students and get them to say each of the organ’s names. Students can take turns putting the organs on the poster.

Examples:

**Bye brain,** we’re going to eat a healthy breakfast so that we can think and have energy.

**Bye bone,** we’re going to eat lots of healthy foods to help our bones grow and be strong.

**Bye muscle,** we’re going to eat lots of healthy food so we can be strong and have fun outside playing.



**Bye heart**, we are going to eat healthy foods and play sports outside like soccer, softball, basketball, football, tennis, volleyball... to keep our heart healthy

**Bye lungs**, we are going to breathe fresh air to keep our lungs healthy.

**Bye stomach**, we are going to eat good, healthy food to keep our body healthy.

**Bye kidneys**, we are going to drink lots of water to keep us healthy.

**Bye intestines**, we are going to drink water and eat fruits and vegetables to keep our body healthy.

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**CLASS Associations:**

Positive Climate

Behavior Management

Productivity

Concept Development

Quality of Feedback

Language Modeling

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**Language/Vocab:**

Kidneys

Lungs

Heart

Muscles

Brain

Stomach

Bones

Intestines

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## CURRICULUM PLAN: Healthy Caregivers –Healthy Children

**Activity Title:** INTRODUCE MYPLATE

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

### Lesson Objective:

Children will learn the names of the food groups, as well as the foods that fall into those groups.

### Lesson Preparation:

Read the instructions below prior to the activity. Prepare the materials and discussion questions before the activity.

### Materials:

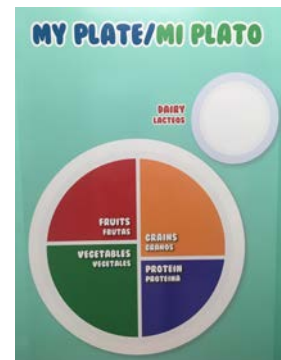
- ✓ My Plate board
- ✓ Velcro food pictures
- ✓ Healthy Howie puppet

### Instructions:

“Howie, there are so many different types of foods to help keep our bodies healthy!” Howie can reply, “Yes, there are!” “How can I remember to eat all of these healthy foods?” “It’s easy, I have a picture to help me to remember all the different types of healthy foods to put on my plate! Does anyone remember any of the food groups that are healthy to eat?”

- Howie can ask the children what food groups they remember and help remind them of the ones they forgot using the “MyPlate” poster. The teacher can have the children place the different sections onto the plate.
- After the children remember the different parts of the plate, the children can take turns making a healthy plate for Howie to eat at his next meal.
- Play the song: “Food Groups” by Karma Bridges. **Teachers can dance along or make up movements to go along with the song, and encourage children to dance along as well.**

\* **Note:** For younger children, instead of doing the entire “MyPlate” lesson, you can have the children pretend to feed Howie different types of healthy foods that you have introduced in the class. You could place these foods on the “MyPlate” and tell the children, “We want to give Howie lots of different types of healthy foods to fill up his stomach and make his body healthy and strong.” The children can take turns taking different types of food pictures to Howie to pretend to eat. Remember, we want the children to learn the names of the foods so as they feed



Howie. So, make sure to say the food name for the children to hear and have them try to say the name of the food too!

Get creative. If you have other ideas on how to teach the children about eating different types of healthy foods, please use these ideas too!

**Be sure to use specific praise during this activity to encourage children to keep active bodies.** Examples include:

- Great job remembering the names of the food groups.
- I love how you are thinking hard about the healthy foods.
- I like how everyone is sitting so nicely and waiting to talk.
- Great job telling us about your favorite healthy foods.

---

**CLASS Associations:**

Positive Climate  
Behavior Management

Productivity  
Language Modeling

---

**Language/Vocab:**

Protein  
Vegetables  
Fruit

Grains  
Dairy

---

**CLASS Enrichment Questions:**

- What foods do you like to eat in the fruit group?
- What foods do you like in the vegetables group?
- What foods do you like in the grains group?
- What foods do you like in the protein group?
- What foods do you like in the dairy group?

**For each of these questions, teachers will also share what foods they like in each of the different groups, to model healthy food preferences to children.**

- What food goes in the \_\_\_\_\_ group?
- Why do we eat fruits?
- Why do we eat vegetables?
- Why do we eat protein?
- Why do we eat dairy?
- Why do we eat grains?

# Introduction

## Optional Lesson Plans

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**Activity Title:** READ *GOOD FOR ME AND YOU* BY MERCER MAYER

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

Teachers will read the book, “Good for Me and You” with children, introducing them to the movement words and encouraging them to try the different movements and be engaged with the text.

---

**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

---

**Materials:**

- ✓ *Good for Me and You* by Mercer Mayer



**Instructions (with CLASS Questions):**

The teacher will sit with the children on the floor in a group or circle to read the story. Show the children the book cover, and say, “Today we are going to read *Good for Me and You*. Who can tell me what they think this book will be about? What clues on the cover tell you that?”

Before you read the book, ask:

What do you see on the cover?

What do you think the book will be about?

Who do you think the characters will be in the book?

The title of the book is *Good for Me and You*. What are some things that are good for our bodies?

Remember to praise children for participating. You can also praise the other children for listening to their classmates.

During the book, you can ask:

What do you think is happening on this page?

What do you think will happen next in the book?

As you get to vocabulary words (listed below), **What do you think \_\_\_\_\_ means?**

After the book, you can ask:

**What was this book about?**

**What happened at the beginning of the book?**

**What happened at the very end of the book?**

**What was your favorite part of the book?**

**Who can remember what the title of the book is?** Children may need prompting or reminding the first few times you read this book. Once they remember the title, **Who can tell me some things the characters did in the book that are healthy for me and you too?**

---

**CLASS Associations:**

Positive Climate  
Behavior Management  
Regard for Student Perspective  
Teacher Sensitivity

Concept Development  
Language Modeling  
Quality of Feedback  
Instructional Learning Formats

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**Language/Vocab:**

Vitamins	Exercise	Contest	Touchdown
Cheer	Appetite	Snorkel	Flippers
Practice	Announcer	Whistle	Healthy

---

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**Activity Title:** READ *MY AMAZING BODY* BY PAT THOMAS

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

Teachers will read the book, “My Amazing Body” with children, introducing them to the words and encouraging them to be engaged with the text.

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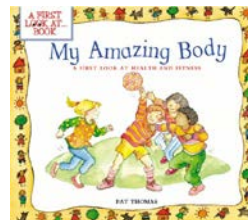
**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

---

**Materials:**

- ✓ *My Amazing Body* by Pat Thomas



**Instructions (with CLASS Questions):**

The teacher will sit with the children on the floor in a group or circle to read the story. Show the children the book cover, and say, “Today we are going to read *My Amazing Body*. Who can tell me what they think this book will be about? What part of the cover tells you what it will be about?”

Before you read the book, ask:

What do you see on the cover?

Who do you think the characters will be in the book?

The title of the book is *My Amazing Body*. How is your body amazing?

Remember to praise children for participating. You can also praise the other children for listening to their classmates.

During the book, you can ask:

What do you think is happening on this page?

What do you think will happen next in the book?

As you get to vocabulary words (listed below), What do you think \_\_\_\_\_ means?

After the book, you can ask:

What was this book about?

What happened at the beginning of the book?

What happened at the very end of the book?

What was your favorite part of the book?

Who can remember what the title of the book is? Children may need prompting or reminding the first few times you read this book. Once they remember the title, Who can tell me some ways from the book that tell us the body is amazing?

---

**CLASS Associations:**

Positive Climate  
Behavior Management  
Regard for Student Perspective  
Teacher Sensitivity

Concept Development  
Language Modeling  
Quality of Feedback  
Instructional Learning Formats

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**Language/Vocab:**

Amazing	Brain	Computer	Robot
Senses	Sight	Taste	Touch
Lungs	Breathe	Graze	Fit
Minerals	Vitamins	Energy	Protein
Soft Drinks	Muscles	Pump	Blood
Bathe	Brush	Germ	Clues
Message	Ill	Memory	



# PHYSICAL ACTIVITY POLICY

## Activities



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## PHYSICAL ACTIVITY Policy

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Stretching Activities	27	Healthy Howie Puppet	
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Read: <i>Doing the Animal Bop</i>	34	<i>Doing the Animal Bop</i>	
		Animal Dice	

**Activity Title:** STRETCHING ACTIVITIES

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

Teachers will practice warm up and cool down stretches before physical activities and create a healthy routine for the children.

**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the stretches and new vocabulary words to emphasize the lesson.

**Materials:**

- ✓ Stretching visual
- ✓ Song “I like to move it”

Healthy Howie puppet (optional)

**Instructions:**

“We are going to stretch our muscles out before we use them. Before a game or practice, sports players should stretch to warm up their muscles. Let’s warm up our muscles!” (Choose 2-3 stretches at minimum). **Hold each stretch for 10 seconds and count out loud with or for the children. Teachers will be actively participating with the children, and enthusiastically, specifically praising children for engaging in the stretching activity.** The goal of the activity is not for children to do the stretch perfectly, but rather for them to get excited about being active, and trying different ways of moving their bodies. *Some children may have difficulty performing certain stretches. It is important that teachers give specific praise for trying, and participating, rather than for being good at the specific stretches.* Here are example stretches to teach children:

Example names for the stretches:

- Star Stretch (examples 1 & 5)
  - Hamstrings: Spread legs about a shoulders width apart. Make a star with arms and reach down towards one leg. Switch sides.
- Butterfly Stretch (example 8)-
  - Groin: Sit on the ground. Place the soles of both of your feet together, so your knees are bent out to the side of your body. Then, while keeping your back straight, try to press both of your knees as close to the ground as possible. Push your chest out while you do this.
- Runner Stretch (examples 2 & 7)

- Sit on the ground. With one foot extended out in front of you, extend your arm towards your foot. While sitting upright, keeping your back straight, run your arm as far down your leg as you can.
- Touch your toes stretch (example 6)
  - Hamstrings and back: Sit down on the ground and place legs together in front of your body. Keep legs on the ground and slide hands down the legs until you feel a little stretch. Hold this position for 10 seconds.
- Flamingo stretch (example 3)
  - Quadriceps: Stand by a wall. Bend one leg up behind you using one hand to steady yourself against the wall and the other to keep your leg in place by holding onto your foot. To make the stretch, gently pull your foot upwards.
- Lunge stretch (example 4)
  - Calf muscle and Achilles tendon: Place one leg forward, bending it at the knee. Push forward slightly, keeping your back foot and heel flat on the ground. Switch legs and repeat the stretch.
- Sun stretch (example 9)
  - Triceps stretch: Place both arms behind the head and hold each elbow.



- Other stretches not depicted:
  - Lower back stretch: Lie down on your back. Pull one or both of your knees towards your chest while keeping your shoulders and head on the ground.
  - Calf muscle and Achilles tendon: Stand by a wall. Place one leg forward, bending it at the knee. Push forward against the wall, keeping your back foot flat on the ground. The forward leg stretches your Achilles tendon and the back leg stretches the calf muscle. Switch legs and repeat the stretch

### Freeze Dance activity:

1. Teacher will instruct children to stand (if seated for stretching) and spread apart so that they have enough space to move without hitting others. It can help to encourage them to spread their arms wide and turn slowly, making sure their fingertips are not hitting anyone.
  2. Introduce the dancing activity: “We are going to practice moving our bodies and listening very close. When the music is on, we are going to dance, staying in our space to keep ourselves safe. Then when the music stops, I will tell you the name of one of the stretches and show you the picture, and you will freeze in that pose. Then when the music comes back on, we start dancing again.”
  3. **Teachers should then start the music, and dance with children. When the teacher pauses the music, she should freeze with the children, while showing them the stretch to try.** Pause the music about five times during the song, calling out a different pose every time.
- After the activity, encourage children to get something to drink. If there is a water fountain, encourage them to get a drink by themselves. If there are cups and water, teachers will help children pour their own water to drink.

---

### CLASS Associations:

Positive Climate  
Behavior Management  
Language Modeling

Regard for Student Perspectives  
Instructional Learning Formats

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### Language/Vocab:

Muscle  
Calf  
Stretch  
Lunge

---

### CLASS Enrichment Questions:

What part of the body are we stretching with this exercise?  
Why do we stretch our bodies?  
When should we stretch our bodies?  
Do you stretch your bodies at home? When do you stretch at home?  
What shapes can we make with our bodies when we stretch?

---

# Stretching Visual



**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** PHYSICAL ACTIVITY

**Activity Title:** ANIMAL DICE

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

Teachers will practice moving like animals with the children, teaching them to move their bodies in a variety of ways.

**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

**Materials:**

- ✓ Animal dice

**Instructions:**

Introduce the activity to the children and review the behavior expectations prior to beginning of the lesson. For example, “Remember that when we move, we need to keep our hands and legs to ourselves to keep our friends safe.” During the activity, as teachers see children following this instruction to keep their hands to themselves, they should praise children. For example, “I like how you’re keeping your body safe.”

Tell the children in a warm, calm voice, “Healthy Howie taught us about My Body and ways to keep us healthy and strong. We are going to pretend like we are strong animals!”

Have children stand in a circle with enough space for movement. Children will take turns rolling the dice. The animal movement that is on top is the movement the children will do. It is suggested the children do the movement by going around in a circle. For example, the children will hop around in a circle.

- The teacher will participate in the activity with the children, displaying enthusiasm, using specific praise, and providing additional assistance to those needing it.



- Specific praise can include:
  - Great job marching like an elephant!
  - I like how you're balancing so carefully.
  - You're hopping so high!
  - I like how you're keeping your body safe while you walk!
- The teacher can choose to have music on in the background.
- The focus of this activity is getting children to move their bodies in new and creative ways. **Teachers will model the word on the dice (ex. Balancing when the dice says balance).** *However, if children have difficulty performing the exact movement described, the teacher should praise them for trying and for moving their bodies, instead of correcting them. Children with difficulties balancing on one foot can hold onto a chair or put one hand on the wall to help them. Children who have difficulty hopping on one foot can jump on two.*
- To include focus on early literacy skills, add in the following learning skills:
  - Count the number of seconds the children can balance.
  - Count the number of hops.
  - Form different shapes instead of a circle to teach the children about shapes.
  - Talk about each of the animals and where they live, what they like to eat, etc.
  - Make another movement dice for your classroom to keep it interesting. Add in the different skills the children are learning in class.
  - With approval, take pictures of children doing different types of animal movements and post in the class.
- After the activity, encourage children to get something to drink. If there is a water fountain, encourage them to get a drink by themselves. If there are cups and water, teachers will help children pour their own water to drink.

**CLASS Associations:**

Positive Climate  
 Teacher Sensitivity  
 Behavior Management

**Language/Vocab:**

March  
 Fly

Balance  
 Gallop



**CLASS Enrichment Questions:**

What parts of our bodies are we using with this exercise?

What's another way we could move like an animal?

How does a \_\_\_\_\_ (fish, dog, cat, etc.) move?

How is cat and dog alike? How are they different?

Can you think where else can you do this activity?

How is the flamingo and child alike? What are they doing that is the same?

What did you like most about the activities?

Is there something new, we can try next time? Can you think of other activities we can do with the dice?

---

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** PHYSICAL  
ACTIVITY

**Activity Title:** Reading “Doing the Animal Bop”

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

Teachers will read the book, “Doing the Animal Bop” with children, introducing them to the movement words and encouraging them to try the different movements and be engaged with the text.

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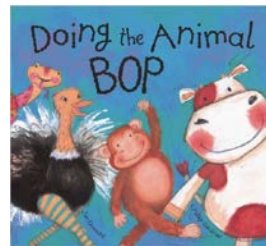
**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

---

**Materials:**

- ✓ Doing the Animal Bop book



**Instructions:**

The teacher will sit with the children on the floor in a group or circle to read the story. Show the children the book cover, and say, “**Today we are going to read *Doing the Animal Bop*. Who can tell me what they think this book will be about?**” The first time you read the book, have the children sit so they become comfortable with the story and can participate in the literacy discussion. After that, you can have them move like the animals in the story.

**Before** you read the book, ask:

**What animals do you think will be in the book?**

**What do you think the animals will do in the book?**

**Has anyone seen any animals like these on the cover? (follow up: “Where have you seen them?”)**

Remember to praise children for participating. You can also praise the other children for listening to their classmates.

**During** the book, you can ask:

**Which animal do you think will be on the next page?**

You could also turn the book to face you and turn the next page, and say what the animal is, and have the children guess what the animal will be doing. “The next page is an elephant! What do you think the elephant will be doing?”

After the book, you can ask:

What happened in the book we read?

What did the \_\_\_\_\_ (elephant, ostrich, cow, etc.) do in the book?

Who can remember the name of the book?

### Moving like the animals:

After the first time reading *Doing the Animal Bop*, you can have the children move like the animals while you read. If you can model the actions as well, that would be ideal. Questions you could ask during this part of the activity are listed below. Choices for a movement activity:

- Children all stand on a carpet square and perform the actions in place as you read them from the book
- Children move around the circle, performing the actions as you read them
- Children take turns, one at a time, demonstrating the movement in the book
- Follow the leader: One child shows the class his or her interpretation of the animal’s movement, and the other children try to imitate the leader.

Remember to praise children for participating in the activity:

I like the way you’re keeping your bodies healthy by moving like animals.

Thank you for showing us how a snake moves.

---

### CLASS Associations:

Positive Climate  
Behavior Management  
Regard for Student Perspective  
Teacher Sensitivity

Concept Development  
Language Modeling  
Quality of Feedback  
Instructional Learning Formats

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### Language/Vocab:

Dance	Heels	Waddle	Jiggle
Penguin	Ostrich	Flounce	Trudge
Slither	Wriggle	Jive	Grunt

---

### CLASS Questions:

Why is it important to move our bodies?

What parts of our bodies are we making strong when we move like animals?

Why is it important for animals to move their bodies?

Can you think of other animals that move like the \_\_\_\_\_ (cow, ostrich, monkey, etc.)?

Where do \_\_\_\_\_ (cows, monkeys, elephants) live?

What do they eat?

Do they move fast or slow? Which animal in the book moves the fastest? The slowest?  
Which animal is your favorite? Why?

---

# Physical Education Optional Lesson Plans

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## PHYSICAL ACTIVITY Policy

<b>Optional Lesson Plans</b>		<b>Materials</b>	
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Parachute Game	42	Soccer Ball	
		Cones	

**Activity Title:** SOCCER DRILLS

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

Teachers will play soccer with the children, teaching them to use the soccer ball in different ways, and move their bodies in a variety of ways.

---

**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

---

**Materials:**

- ✓ Soccer ball
  - ✓ Cones
- 

**Instructions:**

Engage children in the soccer activities and/or game utilizing the cones and ball provided. The activities teachers choose may depend on the age of the children and the space at the center.

**Teachers will model the activities before having the children begin, and be an active participant and coach throughout the activity, joining in when appropriate, and giving children encouragement and specific praise.**

**Examples Soccer Activities:**

These activities are examples and may need to be modified for the needs of the classroom and developmental/physical abilities of the children. The purpose is to get children to be active and engage children in new sport activities. Explain, “**Today we are going to learn new ways of moving our bodies with the soccer ball and cones!**”

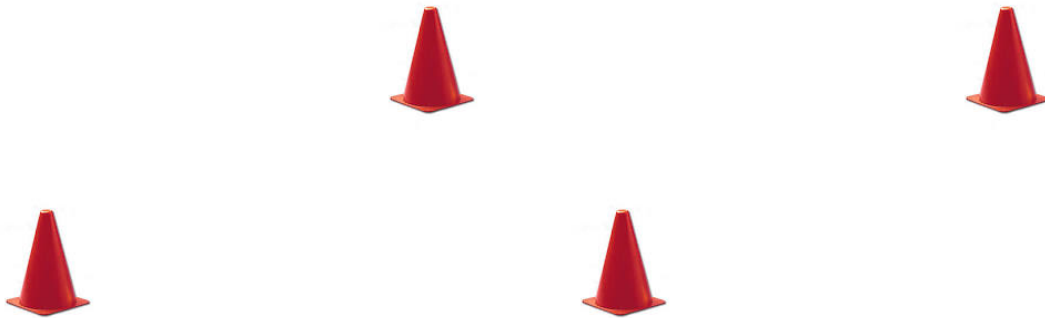
Place the cones at opposite ends of the space like this:



\* **NOTE: The teacher models the skills before children begin practicing.**

- **Soccer shuffle-** Children will take turns shuffling between the cones. *This activity is a good choice for children who have difficulties with hand-eye coordination.*
- **Soccer ball kicks-** Place children at each cone. Children take turns kicking the soccer ball to the child at the other cone.
- **Soccer kicks-** Children will do “soccer kicks” from one cone to the other (without the ball).
- **Soccer goal kick practice-** The children take turns kicking the ball, from a designated spot, in between the cones as though the cones were a soccer goal. The teacher can act as a goalkeeper. Teachers can make this more difficult for children by making them kick from afar.
- **Run practice-** Children run from one cone to the other, touch the ground, and run back to the first cone
- **Throwing practice-** Children take turns throwing the ball overhead.

Place cones in a “zig zag” fashion like this:



- **Soccer kicking skill drill-** Children take turns kicking the ball around the outside of the cones (down the field and back).
- **Soccer shuffle-** Children take turns shuffling from one cone to the next switching the foot that they lead with.
- **Soccer team kick-** Children line up at one cone. One child kicks to the other child and then that child kicks to the next child and so on until the ball reaches the end.

### **Soccer Game Example:**

Game example 1: Set up 2 cones at each end of the play field/area to act as goals. Explain to the children that the purpose of the game is to kick the ball in between the cones to score a point. Designate goalkeepers (possibly the teachers). Have children take turns kicking the ball down the field and kick into the goal.

Game example 2: Set up 2 cones at each end of the play field/area to act as goals. Explain to the children that the purpose of the game is to kick the ball in between the cones to score a point. Designate goal keepers (possibly the teachers), “offense players,” and “defense players.” Explain that children must only kick the ball with their feet and keep their hands to themselves. If you only have room for half of the “field” switch offense and defense as needed or once a goal is made.



- After the activity, encourage children to get something to drink. If there is a water fountain, encourage them to get a drink by themselves. If there are cups and water, teachers will help children pour their own water to drink.
- When the activity is complete, when coming in from inside teachers will remind children to wash their hands independently before transitioning to the next activity.

Make sure to offer specific praise for the behaviors you want to see children use more often. Children do not need to be *good* at the activity for you to praise them. You can praise them for following the behavioral expectations, and also for trying hard. For example:

- Wow, you're doing a great job moving your bodies.
- I like how you are staying safe and exercising to keep your bodies healthy.
- Good job working with your friends.
- I like how you're trying hard to kick the ball in the goal.

**CLASS Associations:**

Positive Climate  
 Behavior Management  
 Quality of Feedback

Teacher Sensitivity  
 Instructional Learning Format

**Language/Vocab:**

Soccer  
 Offense  
 Defense

Drill  
 Goal Keeper  
 Zig Zag

**CLASS Enrichment Questions:**

What parts of our bodies are we using with this exercise?  
 What else could we try with the soccer ball?  
 Has anyone played soccer in a game before? What are some of the rules of a soccer game?  
 (When children have played for a while and are more tired) Sometimes our organs work harder when we exercise. Can anyone feel any of their organs working harder? (Heart and lungs)  
 Let's feel our hearts (or lungs). Who can feel their (heart, lungs) working harder?

**Activity Title:** PARACHUTE GAME

**Level:** AGES 2-5 (depending on parachute used)

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will play with the parachute to stay physically active.

---

**Lesson Preparation:**

Read the instructions below prior to the activity. Prepare a safe area for the children to play with the parachute, and set up all materials before beginning.

---

**Materials:**

- ✓ Play Parachute (that is age appropriate for children)
  - ✓ Whiffle ball or beanbags (optional)
- 

**Instructions:**

This game involves a large round parachute, preferably with handles, with teachers and children holding the parachute all around the edges. Instruct the children to hold the edge of the parachute, standing far enough apart that their elbows will not touch when they lift up the parachute. The teachers will be evenly spaced between the children.

Children and teachers can:

1. Ruffle the parachute up and down a little bit. **Teachers will model this movement by instructing children to go slow, saying Slowww, and then saying Fast very fast, alternating between these so the children need to listen close to know what to do.**
2. Move the parachute all the way up and all the way down. **For this one teachers will model language by saying UP! in a very extended way as the teachers and children bring the parachute up, and DOWN! as they bring it down to the ground. Encourage the children to say it with you.**
3. **Move the parachute all the way up and then take turns running underneath.** When the other children are holding the edge of the parachute, teachers will call the name of one child at a time to run underneath, and tell the other children to hold their hands up until the child is out again. Tell children that they need to wait for their turns to run underneath because it is only safe for one child to run through at a time.

4. **Sit down and create a bubble of air while holding the sides down.** This works the best when teachers are standing and bring the parachute all the way up, and sit down as they bring it to the ground. Teachers could also do it by having children all sit in a circle and lift it as high as they can and bring it back to the ground. **Teacher will describe what they are doing out loud as much as possible.**
5. Place light objects, such as whiffle balls or beanbags on top of the parachute, and make them jump by ruffling the parachute.
6. Also, one person can sit in the middle of the parachute and everyone ruffles it near the ground. **Teachers could lead children in a short song while the child is in the middle and the other children are ruffling, to indicate that at the end of the song the child's turn is over.** This works best if everyone is sitting on the ground.
7. After the activity, encourage children to get something to drink. If there is a water fountain, encourage them to get a drink by themselves. If there are cups and water, teachers will help children pour their own water to drink.
8. When the activity is complete, when coming in from outside teachers will remind children to wash their hands independently before transitioning to the next activity.

**Be sure to use specific praise during this activity to encourage children to keep active bodies.** Examples include:

Great job lifting the parachute up high!

I love how everyone is listening so close to know what we're going to do next!

You are all doing such a good job moving your bodies to stay healthy.

I like how you are all working together to bring the parachute up and down.

**Accommodations:**

*Children may have difficulty with this activity if they have difficulty gripping things, because they need to grip the edge of the parachute. If this is the case, this child can participate by holding the parachute between his/her hands, or the teacher can stand by this student and help him/her hold it with one hand by putting their hand over his/her hand and gripping the edge.*

---

**CLASS Associations:**

Positive Climate  
Behavior Management

Productivity  
Language Modeling

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**Language/Vocab:**

Parachute  
Handles  
Beanbags

**CLASS Enrichment Questions:**

What parts of our bodies are we using with this exercise?

What's another thing we could do with the parachute? If the ideas are appropriate/safe, incorporating them into the activity will give the children a sense of ownership of the activity.

What happens to the whiffle ball when we bounce it in the parachute?

What is a parachute used for?

Who uses a parachute?

How is this parachute different from other parachutes?

---

# Appendix

# Physical Activity Policy

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F.5	Avoid Using Food/Physical Activity as Punishment OR Food as a Reward

# Provide Opportunities for Active Play Every Day



## Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program

### Active play and movement are important for every child's growth, health, development, and learning.

Although they may seem to be active and energetic, most children do not get the amount of physical activity they need. Research shows that young children in child care still spend a lot of their time sitting or lying down. Children should not be seated or still for more than 15 minutes at a time, except during meals or naps.

Children need a healthy balance of high-energy active play like running and climbing, as well as passive play like sitting in the sand box. Children spend many hours each day in your care, so providing the recommended amount of active play is important in helping children establish healthy habits.



### How much time should be planned for active play every day?

Every child care program should promote children's active play every day. Time planned for outdoor play and physical activity depends on the age group and weather conditions. Vary activities between **structured play** (led by the adult caregiver) and **free play** (not led by an adult), and provide time for moderate to vigorous activities.

- ▶ **Toddlers (12 months to 3 years old):** Provide 60 to 90 minutes per 8-hour day for moderate to vigorous physical activity.
- ▶ **Preschoolers (3 to 6 years old):** Provide 90 to 120 minutes per 8-hour day for moderate to vigorous physical activity.



**Moderate** and **vigorous** physical activity will make children breathe harder and make their hearts beat faster than when they are not active.

#### Moderate Physical Activity

- Walking
- Playing on outdoor play equipment, moving about, swinging, climbing, or tumbling
- Playing hopscotch, 4-square, kickball, or ball games

#### Vigorous Physical Activity

- Running, hopping, galloping, or walking quickly up a hill
- Playing, running, or jumping games
- Doing jumping jacks
- Dancing or skipping to music

**Active play time does not have to occur in a single session.** Short bursts of activity work well for young children.

**You can even plan these activities throughout the course of the day in 10- to 20-minute intervals.** For example: 30 minutes of free play on the playground in the morning, 15 minutes of dancing after naptime, 10 minutes of tumbling, 20-minute nature discovery walk after lunch, 15 minutes of climbing on playground equipment, and 20 minutes of Wiggle Rope (jumping over a wiggling jump rope "snake" close to the ground.)



## What types of active play opportunities should I offer?

Children can enjoy skipping, climbing, dancing, and jumping. Daily active play, along with a healthy diet, is important for growing at a healthy weight. Active play helps children develop a variety of large muscle skills. All children should participate in:

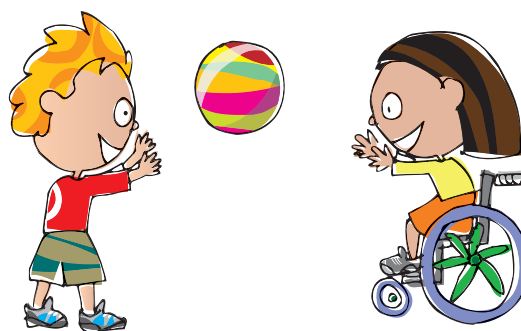
- ▶ **Outdoor play two to three times each day**, depending on the weather.
- ▶ **Noncompetitive activities and games led by adults** that encourage movement two or more times during the day.
- ▶ **Noncompetitive activities that help children develop and practice movement skills** that involve large muscle groups and whole body movement.



## How can I help children be physically active every day?

- ▶ **Be a good role model.** Participate with children in activities and show them that you enjoy active play every day.
- ▶ **Create opportunities for safe active play indoors and outdoors.** Use toys and equipment that are the right size for the age of the children. This might include bean bags, push toys, building blocks, and tricycles. Children may be playing with certain toys for the first time. Show children how to play with these toys safely.
- ▶ **Keep children moving.** Encourage all children to participate by playing games that do not have them sitting still for a long period of time or “out” of the game early.
- ▶ **Help everyone be active.** Plan activities that allow all children the opportunity to play, including those with special needs.
- ▶ **Include movement and physical action in children's indoor play and learning activities.**
- ▶ **Be weather-ready.** When weather is too severe for outdoor play, dance to music indoors and tell or read stories that children act out physically.
- ▶ **Use space wisely.** Many games and activities meant for outdoors and large spaces can be changed for use in limited, indoor spaces. For example, use colored masking tape to create pathways for children to follow as they jump or walk.

**Note:** Strollers, high chairs, harnesses, and leashes limit children’s ability to move. Toddlers and young children need physical activity for development of muscles and movement skills, so moving around and exploring their environment without physical restraints are critical.

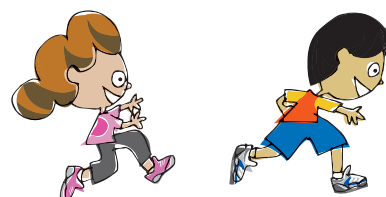


## ----- Activities -----

### How can I add more active play in my child care program?

Think about your weekly activity schedule. Add more active play to every day! Which of these activity ideas will you try with the 2- to 5-year-old children in your care? Put a check mark next to the ones that you will try next week.

- Allow kids to roll, pass, or kick balls to each other.** Play catch with a soft or bouncy ball.
  - Act out different animals** – hop like a rabbit, jump like a kangaroo, or waddle like a duck!
  - Create an obstacle course.** Children love to tumble over pillows, crawl through open boxes, and jump into hula hoops.
  - Teach children math, science, and language concepts** through games involving movement. For example, children can learn to count by tossing bean bags into a bowl.
  - Set up relay races or jumping games.** Dance to music or sing songs about what they are learning (for example: body parts, fruits and vegetables, or colors). Play tag, chasing games, “red light, green light,” or “musical frogs” (similar to musical chairs but with “lily pads” or pillows on the floor). Try **noncompetitive games** where **all** children play, instead of games where children **wait** to play or must be picked to participate.
  - Plan a “movement parade.”** March around the room or outside, while calling out different movements children can do: hop, skip, leap, twirl, twist, jump, stomp, and more.
  - Play Octopus Tag by drawing two lines at least 20 feet apart.** When the “octopus” in the middle says “hungry!”, the other children (the “fish”) should try to cross to the other side while the octopus tries to tag them. When a fish is tagged, he becomes the octopus’s arm and has to hold hands with the octopus, working with him to try to tag the other fish. The last fish left wins!
  - Provide two or more 5- to 10-minute periods of adult-led active play** or games that promote physical activity every day. Try “follow-the-leader” or walk in your neighborhood or park. Play musical movement games, such as “Head, Shoulders, Knees and Toes,” “Hokey Pokey,” and “If You’re Happy and You Know It.”
  - Add fun to games by using pool noodles, beach balls, and hula hoops.** Try *Noodle Limbo*, *Cooperation Carry*, or *Musical Hoops*. Visit [www.headstartbodystart.org](http://www.headstartbodystart.org) for ideas.
  - See the *Let's Move Child Care Web site* for more activity ideas.** <http://healthykidshealthyfuture.org/content/hkhf/home/activities.html>
  - Set up a hula hoop game.** With all children standing in a single file line, give the first child in the line one hula hoop to hold over his or her head. The child will pull the hula hoop down over his or her body to the floor, step out of it, and give the hoop to the next person in line.
- List some other ideas you have for active play.**
- 
- 
- 

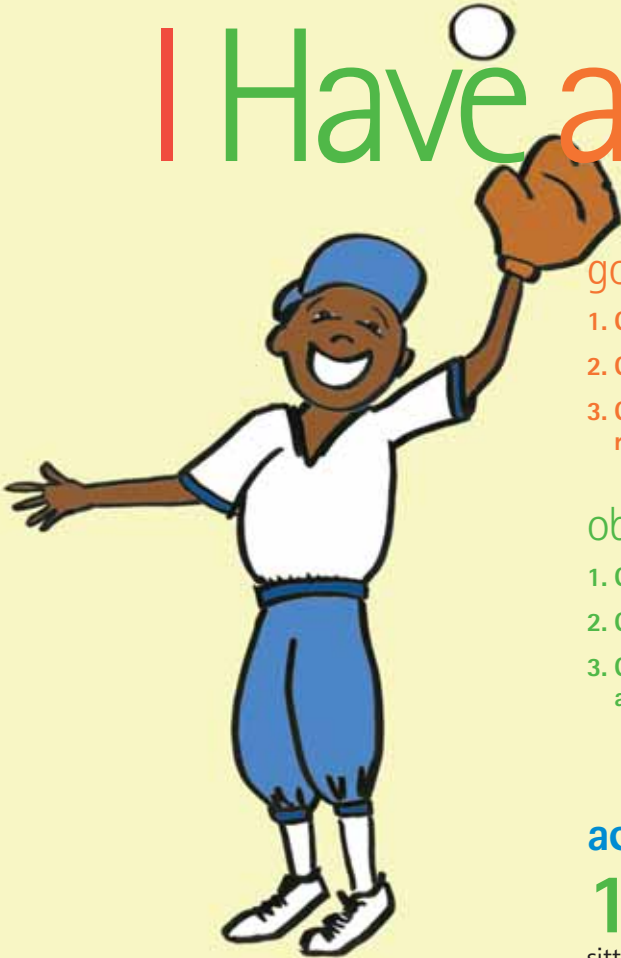




## concept

Introduce children to the benefits of regular physical activity and encourage family and community support.

# I Have a Healthy Body!



## goals

1. Children are introduced to the health benefits of regular physical activity.
2. Children are made aware of different types of physical activity.
3. Children will be made aware that eating healthy foods and getting regular physical activity can make healthier bodies.

## objectives

1. Children recognize physical activity as a healthy behavior.
2. Children repeat various forms of physical activity.
3. Children can name a healthy food choice and demonstrate a physical activity.

## activities

**1** Have the children sit in a circle or group on the floor and discuss what it means to be healthy with them. Say "I see very healthy boys and girls sitting in front of me. Being healthy means we eat foods that are good for our bodies and we play and exercise. Can you say, 'healthy?'"

**A.** When the children reply "healthy," congratulate them for saying it correctly by saying "Good job."

**B.** Continue by asking, "What foods do you like to eat that are good for your bodies?" Allow children time to respond, and encourage their responses by saying "Yes" and "That's right." Be ready to give the children examples of healthy foods like 1% lowfat milk, bananas, whole wheat bread, broccoli, eggs, and chicken, in case they have trouble thinking of healthy foods.

**C.** Ask, "What is your favorite type of physical activity?" Start out by telling them your favorite activity such as walking, jogging, or riding a bicycle. Again, allow time for children to respond and encourage them to demonstrate their favorite physical activity. Praise the children for demonstrating. If they have trouble thinking of different types of physical activity, provide examples such as running, hopping, and playing hide-and-go-seek.

## MATERIALS NEEDED

- Variety of healthy and unhealthy food pictures (use pictures from magazines, the internet, or other lessons)
- Variety of physical activity and inactivity pictures (included)
- Lightweight scarves or material (use 100% polyester sheer material) cut into 12" x 12" squares
- Jump ropes
- Music CD *Shake & Bake: Music of Fitness and Food* (optional, see references)
- *From Head to Toe* by Eric Carle
- Variety of soft fruit that can be easily cut into pieces by teacher
- Plastic plates and napkins (1 for each child)
- Plastic drinking straws (1 for each child)

# I Have a Healthy Body!

**2** Say, "To have healthy bodies when you are older (like me and your mom or dad or grandma or grandpa), it is important to be healthy when we are kids."

Show the children a variety of pictures of healthy foods and physical activity and unhealthy foods and inactivity. As you hold up each picture for the children to see, ask "Is this food or activity healthy or unhealthy for our bodies?"

You may want the children to use a thumbs-up sign for healthy and a thumbs-down sign for unhealthy.

**3** Role model and perform movements with the children by doing one or more of the following activities:

**A. Have the children stand up and sing the following version of "If You're Happy and You Know It" with you and do the actions\*—make up actions as you go along!**

"If you're healthy and you know it, clap your hands. (clap clap)

If you're healthy and you know it, clap your hands. (clap clap)

If you're healthy and you know it, then your body will surely show it.

If you're healthy and you know it, clap your hands."

\*Flap your arms

\*Stomp your feet

\*Hop around

**B. Pair up children so each child (and teacher!) has a partner.** Provide a lightweight scarf or square of material for each pair of children. A 100% polyester sheer material is lightweight and allows flowing movements and is easy for young children to catch. Have children toss scarves back and forth to each other. Demonstrate the following with a partner and have the children do the same when saying:

"Can you catch the scarf before it hits the ground if I throw the scarf this high?" (toss gently in the air)

"Can you catch the scarf before it hits the ground if I throw the scarf higher?" (toss quickly and higher in the air)

"Can you clap your hands one time before you catch the scarf and before it hits the ground?"

"Can you clap your hands two times before you catch the scarf and before it hits the ground?"

"Can you turn around one time before you catch the scarf and before it hits the ground?"

"Can you turn around two times before you catch the scarf and before it hits the ground?"

**C. Using one or more jump ropes, make different letters (for example, O, S, P, and N) or shapes (for example, circle, line) on the ground.** Have children hop, tip-toe, jump, or crisscross the rope letter(s). Involve the children by asking them for suggestions of letters and actions.

The above activities can be done indoors or outdoors depending on the weather. Also, using music (such as the song "Can You Move Like Me?"<sup>©</sup> from the CD *Shake & Bake: Music of Fitness and Food*) will help encourage physical activity.

**4** Read the book *From Head to Toe* by Eric Carle.

Read the book with great animation to keep the children's attention. Encourage the children to follow along by demonstrating what the characters of the book are doing.

**5** Make a healthy snack: Fruit Kabobs.

Prior to the snack activity, cut bite-size pieces of a variety of soft fruits such as peaches, bananas, pears, kiwi, watermelon, and cantaloupe into a large bowl(s). Have children wash their hands. Give each child a plate, napkin, and plastic drinking straw.

Have children make their own kabobs by putting a few pieces of different kinds of fruit on the straw—demonstrate and assist children as needed. This activity can be done in 2 or more groups depending on class size.

**Remember to make copies of the parent letter with the take-home activity sheet printed on the reverse side to send home with each child. The community fact sheet is also included for you to copy and display at your center or distribute as appropriate.**

## concept

Introduce children to the benefits of regular physical activity and encourage family and community support.

# I Have a Healthy Body!



## MATERIALS NEEDED

- Brown craft paper (enough to trace every child's body)
- Non-toxic markers
- Variety of healthy and unhealthy food pictures (use pictures from magazines, the internet, or other lessons)
- Plastic sandwich bags (1 for each child)
- Scissors for the teacher
- Non-toxic glue
- Lightweight scarves or material (use 100% polyester sheer material) cut into 12" x 12" squares
- Jump ropes
- Music CD, *Shake & Bake: Music of Fitness and Food* (optional, see references)
- *From Head to Toe* by Eric Carle
- Variety of soft fruit that can be easily cut into pieces
- Plastic knives (1 for each child)
- Plastic plates and napkins (1 for each child)
- Plastic drinking straws (1 for each child)

## goals

1. Children are introduced to the health benefits of regular physical activity.
2. Children are made aware of different types of physical activity.
3. Children will be made aware that eating healthy foods and getting regular physical activity can make healthier bodies.

## objectives

1. Children describe a physical activity as a healthy behavior.
2. Children demonstrate various forms of physical activity.
3. Children express that physical activity and healthy food choices can help make a healthy body.

## activities

- 1 Have the children sit in a circle or group on the floor and introduce the lesson. Ask the children, "Do you know what it means to be healthy?"

Allow time for children to offer their responses. Provide encouragement and praise with "Great job!" and "Awesome!"

Continue by asking the children the following questions. Explain that after you ask the question, if they think the answer is yes, they should stand up and say "Yes" then sit back down and wait for the next question. If they think the answer is no, they should remain seated and say "No."

Ask, "Is it healthy for our bodies to have strong bones and muscles?"

The children should stand up and say "Yes," then ask the children to sit back down for the next question.

Ask, "Is it healthy for our bodies to do things like play ball, skip rope, run, and swim?"

After the children stand back up and reply "Yes," say, "Good job," and ask the children to sit back down for the next question.

Ask, "Is it healthy for our bodies to lie on the couch and watch TV?"

The children should remain seated and say, "No.">>>

# I Have a Healthy Body!

>>>Ask, "Is it healthy for our bodies to eat foods like carrots, broccoli, apples, and bananas?"

After the children stand back up and reply "Yes," say, "Good job," and ask the children to sit back down for the next question.

Ask, "Is it healthy for our bodies to eat candy and drink soda?"

The children should remain seated and say, "No."

Ask, "Is it healthy for our bodies to ride in an elevator when we could have taken the stairs?"

The children should remain seated and say "No" (encourage a no answer if needed).

Ask, "Is it healthy for our bodies to take a walk with our parents after we eat supper?"

The children should stand up and say, "Yes."

After the last question, have the children clap for themselves while telling them what a great job they did answering the questions.

**2** Then say, "Eating foods that are good for us and being physically active everyday can help our bodies be healthy. Now we are going to trace a picture of our bodies on paper then glue pictures of healthy foods and physical activity on our paper bodies to show everyone how healthy we are."

**A. This activity can be done in groups—have some of the children form a line so that you can start tracing each child by having the child lie down on brown craft wrapping paper and trace an outline of their body with a marker.** After tracing, have the child go to the "picture-finding station." Be sure and write the child's first name on their traced body.

**B. Have the remaining children go to the "picture-finding station."** At a table, provide a variety of pictures of healthy foods and physical activity. Have children find pictures they like and will want to glue on their "healthy paper body." Provide a plastic sandwich bag for each child to put their pictures in. You may need to limit the number of pictures they are allowed to take depending on how many children you have and how many pictures you collected. When they are finished they will go to have their body traced.

**C. After all the children have been "traced," cut out each child's body and have the children glue their pictures of healthy foods and physical activity onto their "healthy paper bodies."** Hang up their pictures in the classroom or hallway.

**3** Role model and perform movements with the children by doing one or more of the following activities:

**A. Have children stand up and sing the following version of "Head, Shoulders, Knees, and Toes" to the tune of "London Bridge."** While singing, use both hands and touch each part of the body as stated in the song. For the chorus "It's my healthy body," make a big motion with both arms stretched high over head then out by each side.

"Head and shoulders, knees, and toes,  
Knees and toes,  
Knees and toes,  
Head and shoulders, knees, and toes,  
It's my healthy body  
Eyes and ears and mouth and nose,  
Mouth and nose,  
Mouth and nose,  
Eyes and ears and mouth and nose,  
It's my healthy body  
Ankles, elbows, feet, and seat,  
Feet and seat,  
Feet and seat,  
Ankles, elbows, feet, and seat,  
It's my healthy body.">>>

# I Have a Healthy Body!

**>>>B. Pair up children so each child (and teacher!) has a partner.** Provide a lightweight scarf or square of material for each pair of children. A 100% polyester sheer material is lightweight and allows easy flowing movements and is easy for young children to catch. Have children toss scarves back and forth to each other. Demonstrate the following with a partner and have the children do the same by saying:

"Can you catch the scarf before it hits the ground if I throw it this high?" (toss gently in the air)

"Can you catch the scarf before it hits the ground if I throw it higher?" (toss quickly and higher in the air)

"Can you clap your hands two times before you catch the scarf and before the scarf hits the ground?"

"Can you clap your hands three times before you catch the scarf and before the scarf hits the ground?"

"Can you turn around one time before you catch the scarf and before the scarf hits the ground?"

"Can you turn around two times before you catch the scarf and before the scarf hits the ground?"

"Can you switch places with your partner before you catch the scarf and before the scarf hits the ground?"

### **C. Using a jump rope demonstrate and lead the children in the following exercises:**

Make a line on the ground or floor. Have children hop on one foot while crisscrossing the jump rope "line" on the ground.

Using one or more jump ropes, make different letters (for example, O, S, P, and N) on the ground. Have children hop, tip-toe, jump, or crisscross the rope letter(s). Involve the children by asking them suggestions of letters and actions.

The above activities can be done indoors or outdoors depending on the weather. Also, using music (such as the song "Can You Move Like Me?"<sup>©</sup> from the CD *Shake & Bake: Music of Fitness and Food*) will help encourage physical activity.

**4** Read the book *From Head to Toe* by Eric Carle. Read the book with great animation to keep the children's attention. Encourage the children to follow along by demonstrating what the characters of the book are doing.

### **5 Make a healthy snack: Fruit Kabobs.**

Have children wash their hands.

Provide plastic knives to the children, and with supervision, allow them to help cut bite-size pieces of a variety of soft fruits such as peaches, bananas, pears, kiwi, watermelon, and cantaloupe, into a large bowl(s). Give each child a plate, napkin, and plastic drinking straw.

Have children make their own kabobs by putting a few pieces of different kinds of fruit on the straw—demonstrate and assist children as needed.

This activity can be done in 2 or more groups depending on class size.

**Remember to make copies of the parent letter with the take-home activity sheet printed on the reverse side to send home with each child. The community fact sheet is also included for you to copy and display at your center or distribute as appropriate.**

# I Have a Healthy Body!

## references and resources

1. Carle, Eric. *From Head to Toe*, Mexico: HarperCollins Publishers, 1999.
2. Figiel C., & Jones D. *Shake & Bake: Music of Fitness and Food* CD; "Can You Move Like Me?"<sup>©</sup>. Atlanta, GA, 2006. Website: [www.carolineanddanny.com](http://www.carolineanddanny.com)
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7. U.S. Department of Agriculture Food and Nutrition Service's Core Nutrition Messages. Website: [www.fns.usda.gov/fns/corenutritionmessages/default.htm](http://www.fns.usda.gov/fns/corenutritionmessages/default.htm)

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Florida Department of Health. 2012. Lesson 4: I have a healthy body. *A dozen ways to be healthy* (pp. 53-65). Retrieved from [http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/\\_documents/lesson-plans/lesson4.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/_documents/lesson-plans/lesson4.pdf)



## TAKE IT OUTSIDE!

Use these simple 15 outdoor activities to get your children moving. The activities listed require only you, your child, and your imagination.

**Did You Know?** Physical activity for young children is an important component of early brain development and learning.

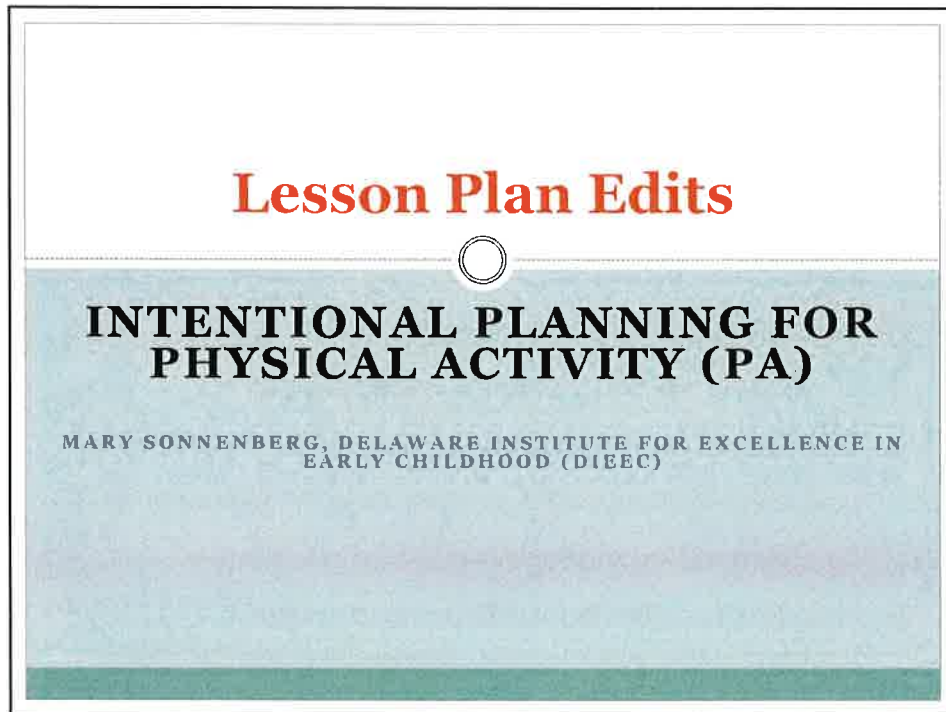
When adults model and teach the importance of physical activity, young children are more likely to adopt a lifetime of healthful practices and behaviors.

# 15 Simple Ways to Get Moving

1. Spread paper plates on the ground. Pretend they are rocks in a stream. Get from one side to the other without stepping in the stream.
2. Work on moving in different ways. Go outside and practice walking, running, galloping, skipping, jumping and hopping.
3. Time to march! Pretend to have your favorite instrument and march as you play. Can someone guess what instrument you are playing? Bring real instruments outside and march in a band with friends.
4. Rainbow Run. As you name each color of the rainbow, run and touch 3 things that are that color.
5. Go for a walk. Breathe in the air as you swing your arms and hold your head high.
6. Take a walk. First, go in straight lines, then curvy lines, and then try walking backward.
7. Go outside and practice running. When you run, work on pumping your arms front and back and moving in a straight line.
8. Set up an obstacle course using things to jump over, go around and even under. See how quickly you can run the course.
9. Find an open space and work on rolling in different ways: long, straight body and a curled up small body. Rolling down a hill is fun!
10. Blow bubbles outdoors. Chase and catch the bubbles before they pop.
11. Pretend you are at a zoo. Identify an animal, then move and sound like that animal.
12. Pretend to be a growing flower. First, you are a tiny seed in the ground and then grow into a big flower.
13. Pretend to be a balloon: first, without air, then being blown up, floating around, and then being popped.
14. Motions of the weather. Use your body to pretend to be different types of weather: rain, wind, thunder, snow. Be creative!
15. Pretend to move like different foods. Melt like a Popsicle or pop like popcorn.



Funding for this project was provided by the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services



**NOTE:** There should be about 15 minutes total for this brief introduction to PA planning, lesson plan editing and time to work on lesson plan editing: about 5 minutes or so for each of those 3 tasks. Participants can continue to work on lesson plan edits during breaks, lunch and at their programs.

**Begin by saying:** Please get out the lesson plans that you brought with you from your programs. You also have a form called Handout: Lesson Plan Edits on the table and in your binder so you can make extra copies.

Later in the presentation, we will walk through a few examples of activities typically listed on lesson plans for Physical Activities and/or Music & Movement.

When you do this activity with your staff at your program, emphasize how we can **intentionally plan** for physical activity during the day.

First, let's think together about what is important when we plan PA for children.

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



## What is important when planning PA?

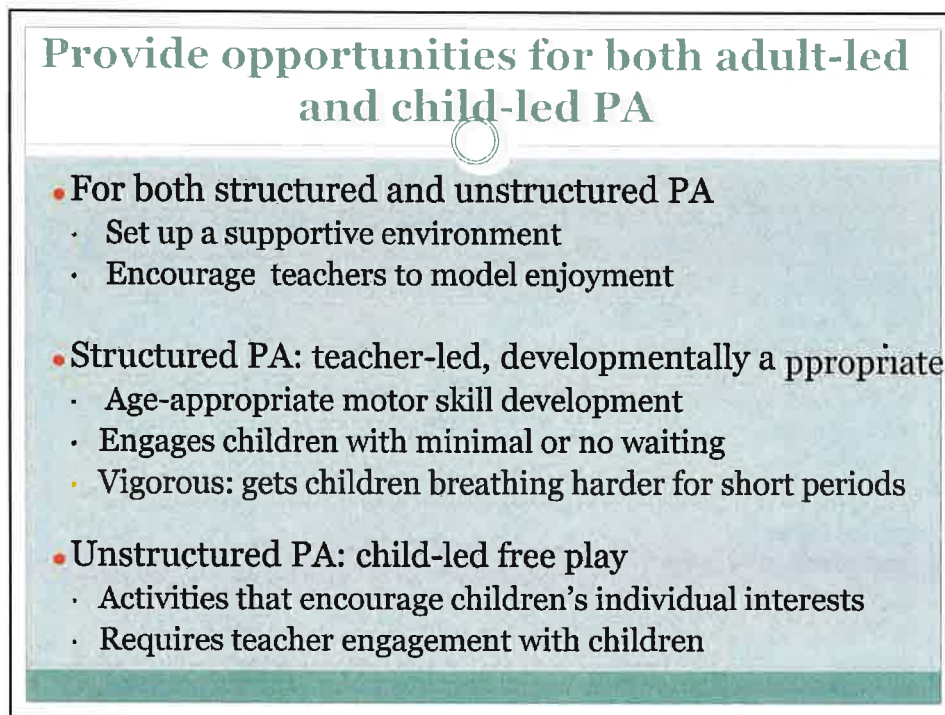
- **Think intentionally**
  - It's common for teachers to list "outdoor time" with no plan
  - Think about the **skill development** you need to support
  - Think about the **interests of the children**
  - Think about how to **imbed PA into daily transitions**
  - Think about adding a **PA center in your classroom**
  - Think about the **materials** you need as you plan
  - Help teachers see themselves as **important role models**

Review some of the important things to think about when planning intentionally.

Remind participants: **even free play requires a thoughtfully planned environment and responsive teachers**

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



### Provide opportunities for both adult-led and child-led PA

- For both structured and unstructured PA
  - Set up a supportive environment
  - Encourage teachers to model enjoyment
- Structured PA: teacher-led, developmentally appropriate
  - Age-appropriate motor skill development
  - Engages children with minimal or no waiting
  - Vigorous: gets children breathing harder for short periods
- Unstructured PA: child-led free play
  - Activities that encourage children's individual interests
  - Requires teacher engagement with children

**Review the important points on the slide.**

**Stress that we need to provide intentionally planned opportunities for adult-led AND child-led physical activity. Preschoolers need at least 120 minutes of active play daily, and toddlers need at least 60-90 minutes or more.**

**Remind participants that teacher engagement with children is especially important during free play:**

- To extend play
- To offer challenges
- To give appropriate encouragement to stay physically active
- Sometimes, to join in the play with the children!

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

Lesson Plan Edits - Physical Activity				
Physical Activities from Lesson Plans	Materials Needed	Why are we doing it?	How/when?	How would you increase PA?
Balance beam				
Bubble play				
Scarf waving to music				
Walking up and down stairs				
Freeze dance				
Roll the ball to your name				
Recess/Exercise/Outside				
Walking				

**NOTE:** This slide can be handled as a large group discussion, asking questions and getting responses to get everyone thinking about planning intentionally. The next slide will show a blank form for participants to practice intentional lesson planning

**Begin by saying:** When planning, activities must be DEVELOPMENTALLY APPROPRIATE!!!  
Would we do relays with toddlers?

**Think about WHY you are doing any activity:** to support next developmental milestone, to practice specific skills, to provide a wide variety of motor experiences, to explore the natural world, to have fun, to respect children's interests. There could be lots of good reasons...and lots of not so good reasons! Be intentional!

For what ages would you do these activities?  
Which activities would teacher-led? Which would be child-led?  
What would the role of the teacher be for each activity?  
How would you set up the environment to support the activity?  
On the playground how would you facilitate skill development?  
"Breathless" activities? Engagement with the children?

Always look for opportunities to increase physical activity in daily activities. The last column in the chart asks you to think about how you could plan these typical physical activities in ways to increase balance, motor skill development and moderate to vigorous physical activity.

**It is common for teachers to list "outdoor time/exercise" with no plan, intent, or materials to support the activities. We can change that! We can do better!**

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

Lesson Plan Edits - Physical Activity				
Physical Activities from Lesson Plans	Materials Needed	Why ?	How/when?	How would you increase PA?

Here is a blank form you can use with your teachers to think more intentionally about physical activity opportunities throughout the day. Copies are on the tables.

Now let's take a look at some of the physical activities on the lesson plans that you brought with you from your programs today. On the chart, write down some of the activities for PA that are on your lesson plans. Take some time to think through the key questions on the chart and **see if you can create improvements to increase opportunities for physical activity for the children in your program.**

**Facilitator might want to ask additional questions for participants to think about as they work:**

- Are the activities DEVELOPMENTALLY APPROPRIATE?
- For what ages would you do these activities?
- Which activities would be teacher-led? Which would be child-led?
- What would the role of the teacher be for each activity?
- How would you set up the environment to support the activity?
- On the playground how would you facilitate skill development?  
 "Breathless" activities?      Engagement with the children?

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

Next steps...

- On your tables are some materials from our bag of “goodies”. Think about how you could use these to increase physical activity in your programs.
- Extra lesson plan editing forms are on the tables and in your binders for copying back at your programs.
- There is a second, similar lesson plan editing form on the tables and in your binders that we will introduce later: *Integrating Healthy Eating (HE) and Physical Activity (PA) and Early Learning Guidelines or Standards into Planning*. It gives a prompt for thinking about linking across domains.

Use the materials on your tables to think about how you could increase PA in your program.

During break or at lunch look again at the lesson plans you brought with you. Look at the materials on your tables, at Show & Tell, think about activities we have done last session or this session and use the form to think about how you could increase PA or HE in your lesson plans. Change your lesson plans and talk with your staff team about doing this as part of your normal planning.

The key is to be intentional in planning and to have a variety of activities, both teacher-led AND child-led, to support the children.

We also want to be sure we include **ALL ages** in HE & PA...including infants.

Extra lesson plan editing forms are on the tables and in your binders for copying back at your program.

FYI: There is a second, similar lesson plan editing form on the tables and in your binders that we will introduce later: *Integrating Healthy Eating (HE) and Physical Activity (PA) and Early Learning Guidelines or Standards into Planning*. It gives an extra prompt for thinking about linking across domains as you plan.

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

## HANDOUT – Lesson Plan Edits

### Integrating Healthy Behaviors and Early Learning Standards into Planning

Activity	Why?	Why Not?	How?	When?	How would you increase healthy behaviors?	Which Early Learning Standards are targeted?
1.						
<b>Materials needed:</b>						
2.						
<b>Materials needed:</b>						

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

**HANDOUT – Lesson Plan Edits**

**Integrating Healthy Behaviors and Early Learning Standards into Planning**

Activity	Why?	Why Not?	How?	When?	How would you increase healthy behaviors?	Which Early Learning Standards are targeted?
3.						
Materials needed:						
4.						
Materials needed:						

Reference:

*Transforming Our Community’s Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

# Avoid Using Food/Physical Activity as Punishment OR Food as a Reward

In the past, at school, home, and throughout the community children were frequently offered food as a reward for “good” behavior. Often these foods had little or no nutritional value but were easy, inexpensive, and appeared to bring about short-term behavior change. Even if the foods offered are healthy there is still a problem with promoting the connecting of food with behavior or feelings.

We already have so many built in food associations such as holidays, birthdays, and other family events. In our modern society there is rarely an activity with which we do not associate food. Nutritionists and health-care professionals are quickly coming to the conclusion that in order to turn the obesity epidemic around, we will have to really work on reversing some of our long-ingrained habits.

## **Disadvantages to using food as a reward:**

- It teaches children to connect food to mood.
- It connects being good or doing good with eating.
- It suggests yet one more association between food and behavior or feelings.
- It detracts from the many other possible ideas for rewarding good behavior.
- It does not allow children to develop other more beneficial connections such as learning to associate exercise or reading or playing a game as a reward.
- If the food offered is not nutritionally balanced, it encourages overeating of foods high in added sugar and fat.
- It teaches children to eat (even when they’re not hungry) as a reward to themselves.
- It undermines healthy habits valued by most parents and taught in school.
- It contradicts the premise that food should be for sustenance.

***“The best policy is to reinforce children in ways that support health.”***

## **Physical activity and food should also not be linked to punishment.**

- Punishing children by taking away recess or physical education classes reduces their already-scarce opportunities for physical activity. Regular aerobic physical activity improves academic achievement and can reduce disruptive behavior. Another counter-productive punishment is forcing children to do physical activity, such as laps or push-ups. This teaches children to dislike physical activity (the punishment) which is important for maintaining wellness and a healthy body weight. Food should not be withheld as a means of punishment.

Reference:

*Transforming Our Community’s Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



**Examples of beneficial (and inexpensive) rewards for children:**

**Social Rewards**

- “Social rewards” which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. Simple gestures like verbal praise (including in front of others), nods, or smiles can mean a lot. These rewards affirm a child’s worth as a person.

**Recognition**

- Trophy, plaque, ribbon, or certificate in recognition of a desired behavior or a sticker with an affirming message (e.g., “Great job”).
- A phone call, note, or email sent home to parents or guardians commending a child’s accomplishment.
- A note from the teacher to the student commending his or her achievement.

**Privileges**

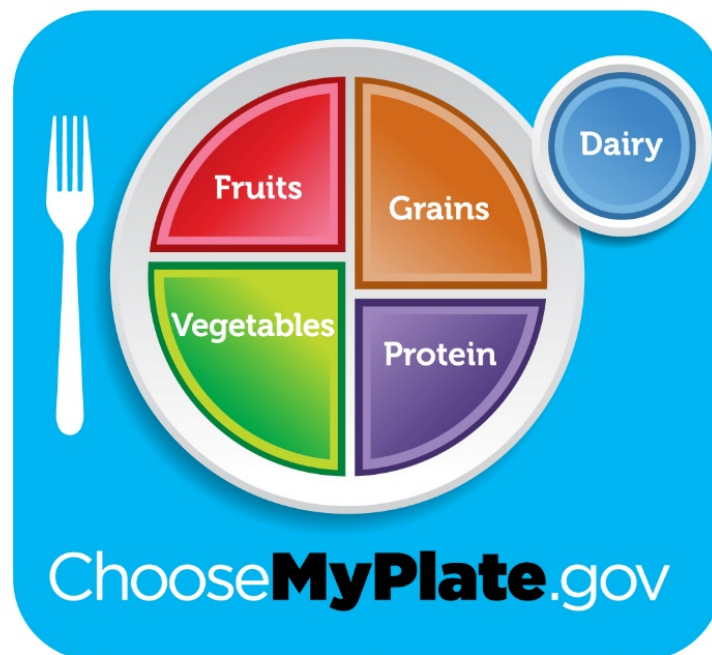
- Going first (e.g., in an activity, at the head of the line, etc.)
- Choosing a class activity
- Helping the teacher
- Sitting by friends or in a special seat next to or at the teacher’s desk
- Eating lunch with a teacher
- Selecting a book for group reading
- Taking a walk with the teacher
- Writing or drawing on the blackboard/whiteboard

Reference:

*Transforming Our Community’s Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

# SNACK POLICY

## Activities



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## SNACK Policy

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**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** SNACK

**Activity Title:** THE MY PLATE FOOD GROUPS (FRUITS, VEGETABLES, GRAINS, PROTEINS)

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will learn about fruits and be able to identify them.

---

**Lesson Preparation:**

Read the information provided. Practice the discussion topics using Healthy Howie and review the questions and any new vocabulary words to emphasize the lesson.

---

**Materials:**

- ✓ Laminated/velcroed pictures of fruit
  - ✓ Laminated/velcroed pictures of vegetables
  - ✓ Laminated/velcroed pictures of grains
  - ✓ Laminated/velcroed pictures of proteins
  - ✓ My Plate poster
  - ✓ Healthy Howie puppet (optional)
- 

**Instructions:**

Children will be introduced to all of the food groups on My Plate. It is recommended that they are introduced to one food group per week, to ensure that they learn that they are parts of separate food groups.

“Healthy Howie taught us how to keep our bodies strong and our organs healthy. Who remembers the organs that are in the body?” Review the body organs from the "MyBody" Lesson (page 14). Use Healthy Howie to help with any organs the children do not remember. “Howie, what else can we do to keep our organs and our body healthy and strong?” **Healthy Howie can reply, “We can eat healthy too!”** “You are right, Howie! What can we eat that’s healthy?” **Healthy Howie or the teacher replies, “I like to eat fruit!”** “Fruit is very healthy, Howie. What kind of fruit do you like to eat?”

(Next is a list of suggested foods in each food group. This list does not include all fruits, vegetables, grains, and proteins. Please introduce foods that are appropriate for your region).

## FRUITS:

<b>Bananas</b> <b>Strawberries</b> <b>Kiwi</b> <b>Pineapple</b> <b>Cherries</b> <b>Apple</b>	<b>Grapes</b> <b>Watermelon</b> <b>Grapefruit</b> <b>Lime</b> <b>Blueberries</b> <b>Lemon</b>	<b>Pear</b> <b>Raspberries</b> <b>Peach</b> <b>Cantaloupe</b> <b>Mango</b> <b>Papaya</b>	<b>Avocado</b>
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## VEGETABLES:

<b>Carrots</b> <b>Peas</b> <b>Celery</b> <b>Peppers</b> <b>Cucumber</b> <b>Pickles</b>	<b>Potato</b> <b>Corn</b> <b>Lettuce</b> <b>Onion</b> <b>Cauliflower</b> <b>Squash</b>	<b>Broccoli</b> <b>Asparagus</b> <b>Cabbage</b> <b>Tomato</b>
---	---	--

## GRAINS:

<b>Oatmeal</b> <b>Whole Wheat Bread</b> <b>Barley</b> <b>Whole Grain Waffles</b> <b>Whole Wheat Pasta</b> <b>Whole Wheat Bagel</b>	<b>Whole Wheat Tortilla</b> <b>Whole Wheat English Muffin</b> <b>Whole Wheat Crackers</b> <b>Couscous</b> <b>Quinoa</b> <b>Granola Bar</b>	<b>Popcorn</b> <b>Brown Rice</b> <b>Whole Wheat Rolls</b> <b>Granola</b> <b>Whole Wheat Pita</b>
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## PROTEINS:

<b>Eggs</b> <b>Soy Beans</b> <b>Lentils</b> <b>Chickpeas</b> <b>Pork</b> <b>Tuna</b>	<b>Chicken</b> <b>Salmon</b> <b>Kidney Beans</b> <b>Shrimp</b> <b>Turkey</b> <b>Lean Beef</b>	<b>Ham</b> <b>Tofu</b> <b>Peanut Butter</b> <b>Almonds</b> <b>Halibut</b>
---	--	---

- Hand out pictures to children, **or have them pick them out of a basket**. Let the children bring the pictures up to the board to place the pictures on the Velcro. Teachers can prompt children to bring up certain pictures by asking, “**Who has a red fruit (vegetable, grain, protein)?**” (Green, blue, yellow, etc.) When children raise their hands, then the teacher can ask one child what they think the name of their food is, and to come put it up on the board.
- Display the food pictures in the classroom throughout the week. Refer to these pictures whenever you can throughout the week to remind the children of the food names.

- Please note that the small group lessons and review can also take place during snack and lunch. For example, **teachers can discuss each of the children’s lunches or what they are having for lunch. Use this lesson plan to guide you with the activities. Refer back to the healthy foods as much as possible throughout the week and this month. Teachers can model healthy eating by eating these foods in front of the children in the classroom, and talking about which of the healthy foods they like to eat from each group.**
- During this activity, be sure to include specific praise when children display expected behaviors. For example,
  - Good job remembering the name of that food.
  - Thank you for sharing about your favorite healthy fruit (vegetable, grain, protein).
  - Good job sitting still.
  - I like how everyone listened so closely when our friend \_\_\_\_\_ was speaking.

**Additional Activity:** Teachers will have the children pretend to feed Howie different types of healthy foods that have been introduced in the class. **Teachers could place these foods on the “MyPlate” and tell the children, “We want to give Howie lots of different types of healthy foods to fill up his stomach and make his body healthy and strong.”** The children can take turns taking different types of food pictures to Howie to pretend to eat. Remember, we want the children to learn the names of the foods so as they feed Howie. **So, make sure to say the food name for the children to hear and have them try to say the name of the food too!**

**CLASS Associations:**

Positive Climate  
 Language Modeling  
 Behavior Management  
 Instructional Learning Formats

**Language/Vocab:**

**FRUIT:**

Banana	Grape	Pear	Strawberry
Watermelon	Raspberry	Kiwi	Grapefruit
Peach	Pineapple	Lime	Cantaloupe
Cherry	Blueberry	Mango	Apple
Lemon	Papaya	Avocado	

**VEGETABLES:**

Carrots	Potato	Broccoli	Peas
Corn	Asparagus	Pickles	Lettuce
Cabbage	Peppers	Onion	Tomato
Cucumber	Cauliflower	Celery	
Squash			

**GRAINS:**

Oatmeal	Whole Wheat Tortilla	Popcorn
Whole Wheat Bread	Whole Wheat English Muffin	Brown Rice
Barley	Whole Wheat Crackers	Whole Wheat rolls
Whole Grain Waffles	Couscous	Granola
Whole Wheat Pasta	Quinoa	Whole Wheat Pita
Whole Wheat Bagel	Granola Bar	

**PROTEINS:**

Eggs	Chicken	Ham	Soy
Beans			
Salmon	Tofu	Lentils	Kidney Beans
Peanut Butter	Chickpeas	Shrimp	Almonds
Pork	Turkey	Halibut	Tuna
Lean Beef			

**CLASS Enrichment Questions:****FRUIT**

What color is the fruit?

What does this fruit taste like?

Have you ever tried this fruit?

Which fruit is your favorite to eat? Teachers can share which fruit is their favorite as well.

Ask about size. For example: Which is bigger, a watermelon or a blueberry?

Ask about how two or more fruit might be similar or different. For example, How is a strawberry different from an apple? A strawberry has lots of little seeds and is smaller than an apple. An apple is smoother than a strawberry. How are they the same? They both are red!

**VEGETABLE**

What color is the vegetable?

What does this vegetable taste like?

Have you ever tried this vegetable?

Where does this vegetable grow? (for example, in the ground vs. in a tree)

Ask about how two or more vegetables might be similar or different. For example, How is a tomato different from a carrot? A tomato grows above the ground and a carrot grows in the ground. A tomato is red and a carrot is orange. How are a pickle and cucumber the same or similar? They both are green and have seeds on the inside! How are they different? Cucumbers can be a lot bigger than pickles.

Ask about size, texture, weight (if you have physical examples of the vegetable or fruit this might help with this).

**GRAIN**

What is your favorite type of food that has grain?

What types of the grain foods have you tried?

What types of grain foods do your parents (or brother or sister) like to eat?

How many grain foods do you see? Let's count!

What part of our body likes us to eat grain foods? (Answer: heart, stomachs, intestines, and all of our body!)

When should you eat grain food? (Answer: at all meals)

## **PROTEIN**

What is your favorite type of protein food?

What types of protein foods have you never tried?

What types of protein foods do your parents (or brother or sister) like to eat?

How many protein foods do you see? Let's count!

What part of our body likes us to eat protein foods? (Answer: muscles, bones, and all of our body!)

When should you eat protein food? (Answer: at all meals)

Who can show me on the MyPlate where protein is?

### **Suggested breakfast discussion questions:**

What foods do you eat for breakfast?

What foods do your parents/brother/sister eat for breakfast?

What is your favorite breakfast food?

**Teachers will model healthy eating by talking about the healthy foods that they like to eat.**

---



**Activity Title:** FRUIT AND VEGETABLE MYSTERY BAG

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will learn about fruits and vegetables.

Children will identify foods and describe their characteristics.

Children will recognize that plants have several parts from which we can get food. (advanced)

---

**Lesson Preparation:**

Read the information provided. Practice the discussion topics using Healthy Howie and review the questions and any new vocabulary words to emphasize. **Before beginning the activity, make sure the mystery fruit or vegetable is in the paper bag so that the children do not see it.**

---

**Materials:**

- ✓ Brown paper bag
- ✓ A variety of different fruits and vegetables
- ✓ Knife and cutting board to cut fruit/vegetables after the activity
- ✓ Paper plates or napkins to serve the fruit to the children

---

**Instructions:**

1. Explain that what is in the brown paper bag is a mystery. Explain the behavioral expectations for the activity. For example, the children will listen to their classmates when it is not their turn, and wait patiently for their turn. Additionally, children will need to be told not to look into the bag, but to guess based on feel alone. **The teacher will model how this should be done, by looking away from the bag and reaching her hand inside, and feeling around for the fruit or vegetable, but not looking into the bag, using words to model what she is doing. For example, “I’m going to look away first so that I don’t see what is inside the bag. Then I put my hand in the bag and feel around. I want to feel if the fruit is round or long, soft or hard. But I’m not going to look in the bag and ruin the surprise! I want to figure out what it is just by feeling it inside the bag.**
2. Allow 1 child to place his or her hand in the bag and to describe the feel of the food. Prompt the child with questions to describe the food, including “**is it hard or soft?**” or “**what shape is it?**” As the children describe it, have the other children guess what it is.
3. Let each child take turns feeling the food and describing it.

4. When each child has had a chance to feel the food, say, “Mystery solved!” and take the food out of the bag. Let the children say the name the food, and ask them simple questions.
5. After discussion, either repeat this activity with a new fruit or vegetable, or move on to the next step.
6. After the activity, **wash the fruit or vegetable, cut it up, and give every child a small amount to eat. As teachers prepare the fruit, children will wash their hands before eating the fruit or vegetable.**

**Be sure to include specific praise during the activity to encourage children to behave and stay with the content of the activity. For example:**

Good job being careful not to look in the bag.

Good job waiting your turn.

I like how everyone is listening to \_\_\_\_\_ because it is his/her turn with the mystery bag.

Wow, that’s a great describing word!

**CLASS Associations:**

Positive Climate

Language Modeling

Behavior Management

Instructional Learning Formats

Productivity

Concept Development

**Language/Vocab:**

Banana	Grape	Pear	Strawberry
Watermelon	Raspberry	Kiwi	Grapefruit
Peach	Pineapple	Lime	Cantaloupe
Cherry	Blueberry	Mango	Apple
Lemon	Papaya	Squash	
Carrots	Potato	Broccoli	Peas
Corn	Asparagus	Avocado	Lettuce
Cabbage	Peppers	Onion	Tomato
Cucumber	Cauliflower	Celery	Pickles

**CLASS Enrichment Questions:**

What size is the fruit?

What color do you think it is?

Have you ever touched a fruit/vegetable like that before?

What kind of plant do you think it grows on? (advanced)

What part of the plant do you think it is? (ex., root, leaves, stem) (advanced)

**Activity Title:** WATCH ME GROW**Level:** AGES 2-5**Lesson Duration:** 15-20 MINUTES**Lesson Objective:**

Children will exercise fine motor skills and learn about what plants need to grow.

**Lesson Preparation:**

Read the information provided. Practice the discussion topics using Healthy Howie and review the questions and any new vocabulary words to emphasize.

**Materials:**

- ✓ Large white paper
- ✓ Colored construction paper
- ✓ Scissors
- ✓ Glue
- ✓ Labels for Flower, Stem, Leaf, Roots, Sun, Rain, and Soil (page 58)
- ✓ Colored pencils/crayons
- ✓ Template of stem, roots, leaves, and flower for tracing
- ✓ Pictures of fruit and vegetable plants

**Instructions:**

1. Explain the activity to the students: **“Healthy Howie taught us about how we need to eat fruits and vegetables to keep our bodies healthy and strong. When we grow fruits and vegetables, we have to give them certain things to keep them healthy and strong too! Does anyone know what plants need to be healthy and strong?”** (see if any of the children already know, and then tell them about soil, sun, and rain). **“We are going to be making our own plants today, and giving them what they need to be healthy and strong, so that we can eat their fruits and vegetables!”**
2. **Throughout this activity, the teacher will complete her own identical plant art project so that she is sitting with the children during the activity, and modeling how each step of the activity should look. Teachers are encouraged to work a little bit slower than the children when possible, so that children come up with their own creative creations instead of trying to copy the teacher. This may mean that the teacher is not done with her step before the children are ready to move**



**on, so it would be helpful to have a finished drawing (without labels) available so that she can still show the children how it will look.**

3. Teachers will show students pictures of fruit and vegetable plants, and explain that they can pick one of the plants in the pictures, or make their own fruit and vegetable plant with their imaginations. Teachers will show on the picture how each plant needs a stem, leaves, roots, and flowers, but beyond that they are allowed to make what they want. Children can also draw fruits and vegetables on their plants if they want. **Students will draw, trace or cut out parts of a flower (blossom), stem, leaf, and roots on the colored construction paper. Then the children will cut out their drawings.** *If children have difficulty drawing their own pictures of plants, the teacher can provide them with templates to trace onto the colored construction paper. If children have difficulty cutting, they can ask classmates for help or teachers can help children cut by putting her hand over the child's and guiding the cutting.*
4. Children will glue their cut out drawings on the large white paper.
5. Children will draw the sun, rain, and soil on the white paper.
6. Using prepared labels, students will use glue sticks to glue the proper label to their picture. **For this part of the activity, it should be teacher-led, with the teacher modeling the correct location where the labels go, and each child gluing them on after the teacher models.** This is a good opportunity for the teacher to engage children in a discussion of the different parts of the plant.
7. **After coloring and using glue sticks, children should wash their hands with soap and water.**
8. After the children have all completed their drawings, they will share them with the class. One at a time, the children will show and name the different parts of the plant, and share which plant they decided to draw. (For example, "I made a strawberry plant.") Teachers will infuse discussion questions into the activity as appropriate.

**Be sure to include specific praise during the activity to encourage children to behave and stay with the content of the activity. For example:**

Good job drawing carefully.

I like how you're being so creative drawing your plants.

I like how you're cutting your plant out very carefully.

Great job listening to your friend when she talked about her plant.

Great job telling us about your plant.

---

**CLASS Associations:**

Positive Climate

Language Modeling

Behavior Management

Instructional Learning Formats

Concept Development

---

**Language/Vocab:**

Flower

Stem

Leaf

Soil

Sun

Rain

Water

Blossom

Roots

---

**CLASS Enrichment Questions:**

Why do plants have leaves?

Why do plants have stems?

Why do plants have flowers?

Why do plants have roots?

What did we eat for lunch that came from a plant?

What do you eat at home that comes from a plant?

Which food comes from roots?

Which food comes from the leaves of a plant?

Which food comes from the stem of a plant?

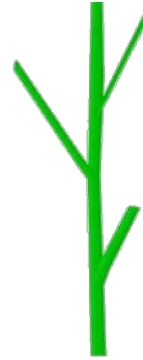
What color is your plant? What color are the leaves on your plant?

---

Flower  
Flor



Stem  
Tronco



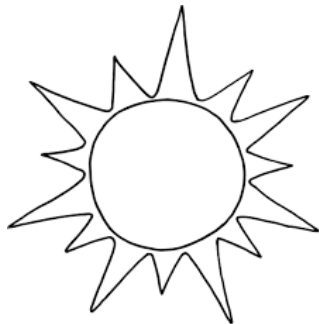
Roots  
Raices



Rain  
Lluvia



Sun  
Sol



Soil  
Tierra



Leaf  
Hoja



**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** SNACK

**Activity Title:** READ *EATING THE ALPHABET*

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

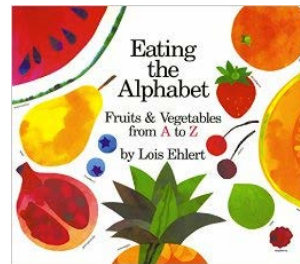
Teachers will read the book, *Eating the Alphabet* with children, introducing them to the movement words and encouraging them to try the different movements and be engaged with the text.

**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

**Materials:**

- ✓ *Eating the Alphabet* by Lois Ehlert
- ✓ Velcro pictures of fruits and vegetables (optional)
- ✓ My Plate poster (optional)
- ✓ Play fruits and vegetables (optional)



**Instructions:**

The teacher will sit with the children on the floor in a group or circle to read the story. Show the children the book cover, and say, “**Today we are going to read *Eating the Alphabet*. Who can tell me what they think this book will be about?**” The first time teachers read the book, the children will sit so they become comfortable with the story and can participate in the literacy discussion. After that, the children can participate in the optional supplemental activities below.

Before reading the book, ask:

**What do you see on the cover?**

**What do you think the book will be about?**

**Has anyone seen any fruits like these on the cover? (follow up: Where have you seen them? Did you eat them?)**

Remember to praise children for participating. Teachers will also praise the other children for listening to their classmates.

During the book, ask:

- Who can tell me the name of a fruit on this page?
- Who can tell me the name of a vegetable on this page?
- Who can tell me the red (blue, yellow, green) fruit (or vegetable) on this page?
- What shapes do the fruits and vegetables have?
- Can you count how many fruits are on this page?
- How is the pineapple and pear different?
- How is the grapefruit and grapes different?
- How are grapes and blueberry the same?
- Which foods do you think will be on the next page?

Teachers could also turn the book to face their body and turn the next page, and say what the letter is (or ask the children what letter comes next in the alphabet). **The next page is letter D. What is a fruit that starts with the D sound? A vegetable?**

After the book, ask:

- What was this book about?
- What are some of the fruits we saw in the book?
- What are some of the vegetables we saw in the book?
- Who can remember the name of the book?

### Optional Supplemental Activities:

1. Gather Velcro pictures of fruits and vegetables from My Plate that show up in the book. Distribute them to the children as they come to sit in the circle or on the carpet to listen to the book. Each child could hold one of the pieces during the book, and when they see their piece, they could:
  - Hold it up for their classmates to see.
  - Bring it up to the teacher to put away
  - Bring up to put on the Velcro on the My Plate poster.
2. Gather play fruits and vegetables from the kitchen area and distribute them among the children to hold while they are sitting in the circle. Children could do any of the three above options when their fruits or vegetables appear in the book.

---

### CLASS Associations:

Positive Climate  
Behavior Management  
Regard for Student Perspective  
Teacher Sensitivity

Concept Development  
Language Modeling  
Quality of Feedback  
Instructional Learning Formats

---

### Language/Vocab:

Apricot

Artichoke

Avocado

Asparagus



Brussels Sprout  
Cabbage  
Eggplant  
Grapefruit  
Kohlrabi  
Papaya  
Parsnip  
Radicchio  
Watercress

Beet  
Cauliflower  
Endive  
Huckleberry  
Leek  
Persimmon  
Quince  
Swiss Chard  
Yam

Broccoli  
Celery  
Fig  
Jicama  
Nectarine  
Plum  
Rutabaga  
Turnip  
Zucchini

Currant  
Cucumber  
Gooseberry  
Kumquat  
Okra  
Pomegranate  
Rhubarb  
Tangerine

---

# Snack Policy

## Optional Lesson Plan

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**Policy:** SNACK

**Activity Title:** READ *SYLVIA'S SPINACH* BY KATHERINE PRYOR

**Level:** AGES 2-5

**Lesson Duration:** AS NEEDED

**Lesson Objective:**

Teachers will read the book, *Sylvia's Spinach* with children, introducing them to the words and encouraging them to be engaged with the text.

---

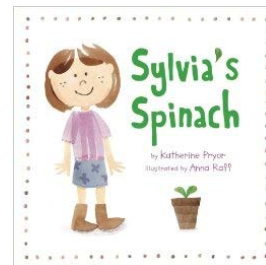
**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

---

**Materials:**

- ✓ *Sylvia's Spinach* by Katherine Pryor
- ✓ Pretend seed packets (optional)
- ✓ Pictures of seed packets on popsicle sticks (optional)
- ✓ Flower pot (optional)
- ✓ Shoebox with slits cut in the top (optional)



**Instructions (with CLASS Questions):**

The teacher will sit with the children on the floor in a group or circle to read the story. Show the children the book cover, and say **Today we are going to read *Sylvia's Spinach*. Who can tell me what they think this book will be about? What part of the cover tells you what it will be about?** The first time teachers read the book, they will have the children sit so they become comfortable with the story and can participate in the literacy discussion. After that, teachers will have them participate in the optional supplemental activities below.

Before reading the book, ask:

**What do you see on the cover?**

**The title is “Sylvia’s Spinach.” What is spinach? Have you ever eaten spinach? What do you think Sylvia will do with the spinach?**

Remember to praise children for participating. Teachers should also praise the other children for listening to their classmates.

During the book, ask:

**What problem does Sylvia have?**

Is spinach a fruit or vegetable?

Have your parents ever given you a vegetable you did not want to eat? What did you do?

How did it taste?

When the children in the book are all given seeds: What do you think will happen next?

What do you do with seeds?

Who has eaten \_\_\_\_\_? Fill in the name of the vegetable that the children are growing.

Who can remember eating a vegetable for the first time? How did you feel? (Worried, excited, nervous, etc.) **The teacher could share here about a time she did not want to eat a vegetable that was unfamiliar.**

As teachers get to vocabulary words (listed below), What do you think \_\_\_\_\_ means?

After the book, ask:

What was Sylvia's problem?

What did Sylvia's teacher do?

What did Sylvia do when she got the spinach seeds and didn't want them? What would you do?

What did Sylvia do when it was time to eat the spinach at the end of the book?

Did Sylvia feel the same way about spinach at the end of the book as she did at the beginning? Why did she change her mind?

Who can remember the name of the book? Why do you think the author picked that title?

### Optional Supplemental Activities:

1. As children sit down for the activity on their squares, letters, etc., they can be given a pretend packet of seeds with a picture of one of the different vegetables in the book on it. Teachers could also put fake seeds inside (ideally paper pieces that they can pretend are seeds). Then when their vegetable is called out, the children could hold up their "seed packet." When the children in the book plant their seeds, the teacher could either have the children come up to where she is sitting, or pass around a plastic flower pot and have the children sprinkle their seeds in to imitate planting.
2. Teachers could use "packets" of seeds on a popsicle stick (pictures of the vegetable glued to a popsicle stick). As children sit down for the activity, they can each be given a popsicle stick with the picture of one of the vegetables from the story. Individual children could be asked before the story to identify which vegetable they have. Then, when the children in the book plant their seeds, the children could 'plant' their popsicle sticks into a flower pot or a shoebox top with slits cut in the top so that the popsicle sticks will stand up in it.

---

### CLASS Associations:

Positive Climate  
Behavior Management  
Regard for Student Perspective  
Teacher Sensitivity

Concept Development  
Language Modeling  
Quality of Feedback  
Instructional Learning Formats

---

**Language/Vocab:**

Spinach	Lasagna	Drizzly	Garden
Potato	Squash	Tomato	Radish
Packet	Seeds	Sprinkle	Sprout
Beanstalks	Shoots	Slugs	Nibble
Munch	Sniff	Bunch	Scrumptious

---

# Appendix

# Snack Policy

## Table of Contents

B.1	Kid-Friendly Veggies and Fruits
B.2	Make Half Your Grains Whole
B.3	MyPlate Snack Tips for Parents
F.5	Avoid Using Food/Physical Activity as Punishment OR Food as a Reward

Read: “It’s Picnic Day, Potter” by Maribeth Boelts at <http://www.hidden-sugar.org/wp-content/uploads/2016/12/Bilingual-Education-Book.pdf>

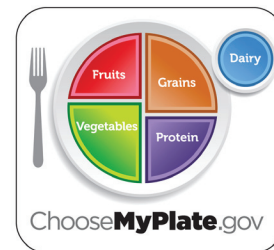
Read: “Give Me 5 a Day” book at [http://www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/\\_documents/lesson-plans/give-me-5-a-day-english.pdf](http://www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/_documents/lesson-plans/give-me-5-a-day-english.pdf)

# 10 tips

Nutrition  
Education Series

# kid-friendly veggies and fruits

## 10 tips for making healthy foods more fun for children



**Encourage children to eat vegetables and fruits by making it fun.** Provide healthy ingredients and let kids help with preparation, based on their age and skills. Kids may try foods they avoided in the past if they helped make them.

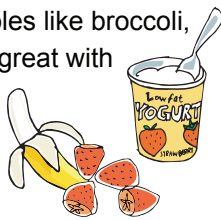
### 1 smoothie creations

Blend fat-free or low-fat yogurt or milk with fruit pieces and crushed ice. Use fresh, frozen, canned, and even overripe fruits. Try bananas, berries, peaches, and/or pineapple. If you freeze the fruit first, you can even skip the ice!



### 2 delicious dippers

Kids love to dip their foods. Whip up a quick dip for veggies with yogurt and seasonings such as herbs or garlic. Serve with raw vegetables like broccoli, carrots, or cauliflower. Fruit chunks go great with a yogurt and cinnamon or vanilla dip.



### 3 caterpillar kabobs

Assemble chunks of melon, apple, orange, and pear on skewers for a fruity kabob. For a raw veggie version, use vegetables like zucchini, cucumber, squash, sweet peppers, or tomatoes.

### 4 personalized pizzas

Set up a pizza-making station in the kitchen. Use whole-wheat English muffins, bagels, or pita bread as the crust. Have tomato sauce, low-fat cheese, and cut-up vegetables or fruits for toppings. Let kids choose their own favorites. Then pop the pizzas into the oven to warm.

### 5 fruity peanut butterfly

Start with carrot sticks or celery for the body. Attach wings made of thinly sliced apples with peanut butter and decorate with halved grapes or dried fruit.

### 6 frosty fruits

Frozen treats are bound to be popular in the warm months. Just put fresh fruits such as melon chunks in the freezer (rinse first). Make "popsicles" by inserting sticks into peeled bananas and freezing.

### 7 bugs on a log

Use celery, cucumber, or carrot sticks as the log and add peanut butter. Top with dried fruit such as raisins, cranberries, or cherries, depending on what bugs you want!

### 8 homemade trail mix

Skip the pre-made trail mix and make your own. Use your favorite nuts and dried fruits, such as unsalted peanuts, cashews, walnuts, or sunflower seeds mixed with dried apples, pineapple, cherries, apricots, or raisins. Add whole-grain cereals to the mix, too.

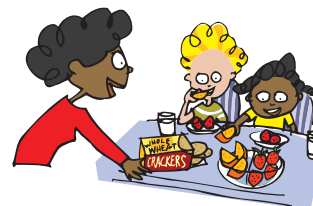


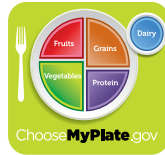
### 9 potato person

Decorate half a baked potato. Use sliced cherry tomatoes, peas, and low-fat cheese on the potato to make a funny face.

### 10 put kids in charge

Ask your child to name new veggie or fruit creations. Let them arrange raw veggies or fruits into a fun shape or design.





# Make half your grains whole grains

**Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product.** Grains are divided into two subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. People who eat whole grains as part of a healthy eating style have a reduced risk of some chronic diseases.

**1 Make simple shifts**  
To make half your grains whole grains, choose 100% whole-wheat bread, bagels, pasta, or tortillas; brown rice; oatmeal; or grits.

**2 Whole grains can be healthy snacks**  
Popcorn is a whole grain. Make it with little or no added salt or butter. Also, try 100% whole-wheat or rye crackers.



**3 Save some time**  
Cook extra brown rice or oatmeal when you have time. Refrigerate half of what you cook to heat and serve later in the week.

**4 Mix it up with whole grains**  
Use whole grains in mixed dishes, such as barley in vegetable soups or stews and bulgur wheat in casseroles or stir-fries. Try a quinoa salad or pilaf.



**5 Try whole-wheat versions**  
Change up your favorite meal with whole grains. Try brown rice stuffing in baked green peppers or tomatoes, and whole-wheat noodles in lasagna.

**6 Bake up some whole-grain goodness**  
Experiment by substituting buckwheat, millet, or oat flour for up to half of the flour in your favorite pancake or waffle recipes. To limit saturated fat and added sugars, top with fruit instead of butter and syrup.

**7 Be a good role model for children**  
Set a good example for children by serving and eating whole grains every day with meals or as snacks.



**8 Check the label**  
Most refined grains are enriched. This means that certain B vitamins and iron are added back after processing. Check the ingredients list to make sure the word “enriched” is included in the grain name.

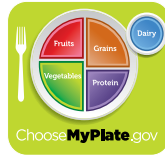
**9 Know what to look for on the ingredients list**  
Read the ingredients list and choose products that name a whole-grain ingredient **first** on the list. Look for “whole wheat,” “brown rice,” “bulgur,” “buckwheat,” “oatmeal,” “whole-grain cornmeal,” “whole oats,” or “whole rye.”

**10 Be a smart shopper**  
The color of a food is not an indication that it is a whole-grain food. Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not 100% whole-grain products, and may not contain **any** whole grain.





**10 tips**  
Nutrition  
Education Series



**MyPlate**  
**MyWins**

Based on the  
**Dietary Guidelines**  
for Americans

# MyPlate snack tips for parents

**Snacks can help children get the nutrients needed to grow.** Prepare snacks that include two or more food groups. For younger children, help them get just enough to satisfy their hunger. Let older kids make their own snacks by keeping healthy foods in the kitchen. Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) to help you and your kids select a satisfying snack.

## 1 Save time by slicing veggies

Store sliced vegetables in the refrigerator and serve with hummus. Top half of a whole-wheat English muffin with spaghetti sauce, chopped vegetables, and low-fat shredded mozzarella and melt in the microwave.

## 6 Keep an eye on the size

Snacks shouldn't replace a meal, so look for ways to help your kids understand how much is enough. Store snack-size bags in the cupboard and use them to control serving sizes.

## 2 Mix it up

For older school-age kids, mix dried fruit, unsalted nuts, and popcorn in a snack-size bag for a quick trail mix. Put fat-free yogurt, 100% fruit juice, and frozen peaches in a blender to make a tasty smoothie.



## 7 Fruits are quick and easy

Fresh, frozen, dried, or canned fruits, such as applesauce, frozen grapes, or raisins, can be easy "grab-and-go" options that need little preparation. Offer whole fruit and limit the amount of 100% juice served. Choose canned fruits that are lowest in added sugars.



## 3 Grab a glass of milk

A cup of low-fat milk or fortified soy beverage is an easy way to drink a healthy snack.

## 8 Consider convenience

A single-serving container of low-fat yogurt or individually wrapped string cheese can be just enough for an afterschool snack.



## 4 Go for great whole grains

Offer whole-wheat breads, popcorn, and whole-oat cereals that are high in fiber and low in added sugars, saturated fat, and sodium. Limit refined-grain products such as snack bars, cakes, and sweetened cereals.



## 9 Swap out the sugar

Keep healthier foods handy so kids avoid cookies, pastries, or candies between meals. Add seltzer water to a ½ cup of 100% fruit juice instead of offering soda.

## 5 Snack on protein foods

Choose protein foods such as unsalted nuts and seeds, hummus or other bean dips, and hard-cooked (boiled) eggs for a healthy, easy snack. Store hard-cooked eggs in the refrigerator for up to 1 week for kids to enjoy any time.

## 10 Prepare homemade goodies

For homemade sweets, add dried fruits like apricots or raisins and reduce the amount of sugar in the recipe. Adjust recipes that include fats like butter or shortening by using unsweetened applesauce or prune puree for half the amount of fat.

# Avoid Using Food/Physical Activity as Punishment OR Food as a Reward

In the past, at school, home, and throughout the community children were frequently offered food as a reward for “good” behavior. Often these foods had little or no nutritional value but were easy, inexpensive, and appeared to bring about short-term behavior change. Even if the foods offered are healthy there is still a problem with promoting the connecting of food with behavior or feelings.

We already have so many built in food associations such as holidays, birthdays, and other family events. In our modern society there is rarely an activity with which we do not associate food. Nutritionists and health-care professionals are quickly coming to the conclusion that in order to turn the obesity epidemic around, we will have to really work on reversing some of our long-ingrained habits.

## **Disadvantages to using food as a reward:**

- It teaches children to connect food to mood.
- It connects being good or doing good with eating.
- It suggests yet one more association between food and behavior or feelings.
- It detracts from the many other possible ideas for rewarding good behavior.
- It does not allow children to develop other more beneficial connections such as learning to associate exercise or reading or playing a game as a reward.
- If the food offered is not nutritionally balanced, it encourages overeating of foods high in added sugar and fat.
- It teaches children to eat (even when they’re not hungry) as a reward to themselves.
- It undermines healthy habits valued by most parents and taught in school.
- It contradicts the premise that food should be for sustenance.

***“The best policy is to reinforce children in ways that support health.”***

## **Physical activity and food should also not be linked to punishment.**

- Punishing children by taking away recess or physical education classes reduces their already-scarce opportunities for physical activity. Regular aerobic physical activity improves academic achievement and can reduce disruptive behavior. Another counter-productive punishment is forcing children to do physical activity, such as laps or push-ups. This teaches children to dislike physical activity (the punishment) which is important for maintaining wellness and a healthy body weight. Food should not be withheld as a means of punishment.

Reference:

*Transforming Our Community’s Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

**Examples of beneficial (and inexpensive) rewards for children:**

**Social Rewards**

- “Social rewards” which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. Simple gestures like verbal praise (including in front of others), nods, or smiles can mean a lot. These rewards affirm a child’s worth as a person.

**Recognition**

- Trophy, plaque, ribbon, or certificate in recognition of a desired behavior or a sticker with an affirming message (e.g., “Great job”).
- A phone call, note, or email sent home to parents or guardians commending a child’s accomplishment.
- A note from the teacher to the student commending his or her achievement.

**Privileges**

- Going first (e.g., in an activity, at the head of the line, etc.)
- Choosing a class activity
- Helping the teacher
- Sitting by friends or in a special seat next to or at the teacher’s desk
- Eating lunch with a teacher
- Selecting a book for group reading
- Taking a walk with the teacher
- Writing or drawing on the blackboard/whiteboard

Reference:

*Transforming Our Community’s Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

# BEVERAGE POLICY

## Core Lesson Plans



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		Glue Sticks	
		Water pitcher	
		<i>Potter the Otter A Tale About Water</i>	
		Food Picture Handouts	
		White and Brown Construction Paper	
		Plastic Cups	
		Tooth templates	
		Food Magazines (optional)	
		Crayons	

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** BEVERAGE

**Activity Title:** MY DAILY WATER

**Level:** AGES 2-5

**Lesson Duration:** 10-15 MINUTES

**Lesson Objective:**

Children will learn how much water they need to drink in a day, and how to pour their own cup of water.

---

**Lesson Preparation:**

Read the instructions below prior to the activity. Prepare materials before the activity, and practice the discussion questions.

---

**Materials:**

- ✓ Water table or large plastic tub
  - ✓ Smaller transparent plastic tub/container
  - ✓ Plastic cups
  - ✓ Pitcher
- 

**Instructions:**

Fill up the pitcher with water. Sit at the table with the children and the materials. Teachers can use Healthy Howie to introduce the activity: **“Healthy Howie gets very thirsty when he plays during the day but he wants to pick something healthy to drink! What is the best thing for Healthy Howie to drink when he is thirsty?”** Give the children an opportunity to answer. If they do not answer ‘water’ in the first few tries, tell them that the healthiest drink is water. Explain that the children’s bodies also need a lot of water to stay healthy. Have the children guess how much water they need to stay healthy. They could guess in amounts (cups, glasses, bottles, etc.), or show on the plastic container by pointing.

Next, tell the children their bodies need **4** cups of water every day to stay healthy. Children can make guesses again about how much this would be in the container. Next, **show children how to pour water into the cup, and then pour the water into the container. Pour 8 cups for yourself, and explain, “My body is bigger because I am an adult, so I need 8 cups of water a day to stay healthy and active. Your bodies are smaller, so you will need four cups a day.” After you explain, pour 8 cups of water from the pitcher into the cup, and from the cup into the container, having the children count aloud with you while you pour.** Next, give the children a chance to do the same. This can be done in two different ways. **The children can take turns pouring the water from the pitcher into the cup**, and pouring it into the plastic container, until

they reach the amount that their bodies need. As each child takes a turn, the rest of the children can help count the four cups they need. After each child has a turn, pour the water from the container either out in the sink or back into the pitcher so each children will have a turn to see the water that their bodies need.

As an alternative, the teacher can pass the pitcher around the table and have the children each fill up four cups of water (one at a time), counting together and only pouring the water in when all children are holding a filled cup. This would work better if the container is long and easily reached by all children sitting at the table.

*Some children with motor delays may have difficulty both holding a cup and pouring the pitcher. For these children, it would be a good idea to have another child hold the cup while s/he pours, or have another child pour while s/he holds the cup, depending on his/her motor capabilities.*

**Remember to incorporate specific praise when appropriate:**

I love how you're pouring the water so carefully!

Great job waiting so patiently to pour your water.

You all did such a good job counting together when you poured your water.

I like how hard you're thinking about how much water you need.

---

**CLASS Associations:**

Positive Climate  
Behavior Management  
Productivity  
Language Modeling

Quality of Feedback  
Instructional Learning Format  
Concept Development

---

**Language/Vocab:**

Water

Pitcher

Cup (as a measurement)

---

**CLASS Enrichment Questions:**

Why do we drink water?

Why is water good for our bodies?

How does your body feel when you drink water?

When do you drink water at home?

When do we drink water at school?

What times during the day do we need the most water? (When we exercise, when we are outside in the heat, when we sweat)

Animals need water to drink too! How much water do you think an elephant needs to drink? A dog? Etc.

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** BEVERAGE

**Activity Title:** THE DAIRY GROUP AND BONE/ORAL HEALTH

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will learn about bone health and dairy and learn to recognize pictures of things that keep their bones and teeth healthy.

**Lesson Preparation:**

Read the information provided. Practice the discussion topics using Healthy Howie and review the questions and any new vocabulary words to emphasize the lesson.

**Materials:**

- ✓ Healthy Howie puppet
- ✓ My Body poster
- ✓ Laminated Dairy and Bone health pictures (from MyPlate pieces)

**Instructions:**

Introduce the activity: “Healthy Howie taught us how to keep our bodies strong by exercising and eating fruits and vegetables! Today, Healthy Howie is going to teach us about our bones. Who can help Howie show us where the bones are in the body?” Review the body organs and pay special attention to the bone on the poster.

“Howie, how can we keep our bones healthy and strong?” Healthy Howie can reply, “We can eat healthy dairy foods and exercise.” “You are right, Howie! Who can tell Howie what foods are dairy foods?” Help the children identify different types of dairy food by showing them the pictures and discussing each food.

*(Below is a list of suggested Dairy foods to show the children. This list does not include all dairy foods. Please introduce dairy foods that are appropriate for your classroom).*

Milk Yogurt	Cheese Cottage Cheese	String Cheese Cream Cheese
----------------	--------------------------	-------------------------------

“Guess what Howie, our teeth are bones too! We need to keep them healthy and strong too to help us eat!” Howie can act surprised and reply, “Really? How do we keep them healthy?” “Well



Howie, we can brush our teeth to keep them sparkling and clean! Everyone, show Howie your strong, healthy teeth please. Howie, let's look at some of the things we need to keep our teeth healthy and clean." Introduce the suggested pictures: Teeth, tooth, toothpaste, and tooth brush.

**Additional Discussion items and questions:**

**Teachers can tell the children they brush their teeth and/or even show the children how they brush their teeth after lunch time**

**Play the song:** "My Toothpaste and Brush" by Health Matters Education

**Have children sing along, dance, and/or pretend they are brushing their teeth. Teachers sing and dance along with the children, and model brushing their teeth.**

You could additionally play the following songs, or incorporate them throughout the month, as a transition activity or part of circle time:

**Got My Toothpaste**

Sung to: "Twinkle, Twinkle, Little Star"

Got my toothpaste, got my brush,

I won't hurry, I won't rush.

Making sure my teeth are clean,

Front and back and in between.

When I brush for quite a while,

I will have a happy smile!

**Brush Your Teeth**

Sung to: "Row, Row Row your Boat"

Brush, brush, brush your teeth.

At least two times a day.

Cleaning, cleaning, cleaning, cleaning,

Fighting tooth decay.

Floss, floss, floss your teeth.

Every single day.

Gently, gently, gently, gently,

Whisking Plaque away.  
Rinse, rinse, rinse your teeth  
Every single day.  
Swishing, swishing, swishing, swishing,  
Fighting tooth decay

### **The Dentist's Song**

Sung to: "Row, Row, Row Your Boat"

Brush, brush, brush your teeth.  
Keep them clean each day.  
Then you'll have a pretty smile  
And healthy teeth all day.

### **Brush, Brush, Brush Your Teeth**

Sung to: "Row, Row, Row Your Boat"

Brush, Brush, Brush Your Teeth,  
'til they're shiny bright.  
They'll be healthy, they'll be strong,  
if you treat them right.

### **Other suggested activities:**

1. Have the students bring their toothbrushes to school and show the other children their toothbrushes.
2. **Have students practice brushing their teeth after lunch.**
3. Have students take pictures of them brushing their teeth at home and show the class.

### **Remember to incorporate specific praise when appropriate:**

Great job remembering the names of the dairy products.

I love how you're thinking hard about the questions.

Terrific job sitting quietly and taking turns!

I love how \_\_\_\_\_ is listening to his friends share about dairy products!

**CLASS Associations:**

Positive Climate  
Behavior Management  
Concept Development

Quality of Feedback  
Instructional Learning Format

---

**Language/Vocab:**

Cheese

Milk

Dairy

Cottage Cheese

Yogurt

Teeth

Toothbrush

Toothpaste

---

**CLASS Enrichment Questions:**

Where does milk come from? Cows

Where do cows live? On a farm

What kind of milk and cheese should we eat? Low fat or non-fat

Where are your teeth? In the mouth

Who can show me an exercise to keep our bones nice and strong?

What kinds of animals have bones? Bears, dogs, cats, fish, etc.

What kind of food does are teeth not like us to eat? sugar, candy

What do our teeth do? They chew our food!

What kind of doctor helps us keep our teeth nice and clean? The Dentist

When should you brush your teeth? Morning and before bed

Who brushes their teeth?

Do your mommy or daddy brush their teeth?

Which dairy food is your favorite?

How many glasses of milk should you have every day?

Which of these dairy foods do you eat at home?

Do your mom and dad eat these dairy foods?

Why do we eat dairy foods? They keep our bones strong

---

**Activity Title:** HEALTHY/UNHEALTHY TEETH

**Level:** AGES 2-5

**Lesson Duration:** 20-45 MINUTES

**Lesson Objective:**

Children will use fine motor skills to cut, glue, and draw, and will learn what foods and drinks are healthy and unhealthy for our teeth.

**Lesson Preparation:**

Read the instructions below prior to the activity. Prepare materials before the activity, including cutting out the teeth templates, and deciding whether children will be able to cut out their own pictures or will need to use pre-cut out materials.

**Materials:**

- ✓ White and yellow (or brown) construction paper
- ✓ 3-4 templates of white and yellow/brown teeth, approximately the size of a regular sheet of construction paper (Template on Page 77)
- ✓ Scissors
- ✓ Glue sticks
- ✓ Crayons
- ✓ One large piece of colored paper (optional)
- ✓ Magazines or pictures of food and drinks (both healthy and unhealthy)



**Instructions:**

Teachers can decide whether to have children trace teeth (one white tooth and one yellow/brown tooth per child) and then cut them out, to cut them out ahead of time for the children, or to have children create their own teeth from looking at an example. Either way, children will end up with one yellow/brown tooth and one white tooth cutout. Teachers can ask children, “Which tooth looks healthy? What color are our teeth when we’re healthy? How do you know that tooth is healthy? What makes our teeth healthy?” (Drinking milk, drinking water, eating healthy foods)

Next, the teacher will work with children to pick out healthy foods to put on the white tooth, and unhealthy foods to put on the unhealthy tooth. **Teachers will model picking healthy and unhealthy foods for the teeth, including saying, “I like drinking water because it makes my**

**teeth healthy!” and other comments about preferring healthy foods to unhealthy ones. It will help during this activity if the teacher is also creating her own teeth along with the children.** Children can:

1. Use scissors to cut food pictures out of magazines or templates provided by teachers, and glue them onto the teeth.
2. Rip food pictures out of magazines or other pictures provided, and glue them onto the teeth.
3. Draw/color pictures of healthy and unhealthy food on the teeth.

*The choices a child makes here will depend on their level of motor skills. Some children may have difficulty cutting, and so these children can rip or color. Some children with extremely delayed motor skills may need pictures cut out for them by the teacher.*

**(Optional)** When the glue on the teeth is dry, the teacher can work with the children to glue the teeth on a large piece of paper, with the healthy teeth on one side, and the unhealthy teeth on the other side. The teacher can again engage the children in a discussion about what foods and drinks they put on either side, and why they put them there. This could be done as a large group/circle time activity. The teacher can call children to bring up their teeth one at a time, and have each children share one thing they put on each of the teeth before taping it onto the right side of the piece of paper. Children could also share something they like to eat from the healthy teeth to keep their teeth healthy.

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**CLASS Associations:**

Positive Climate  
Behavior Management  
Productivity  
Language Modeling

Quality of Feedback  
Instructional Learning Format  
Concept Development

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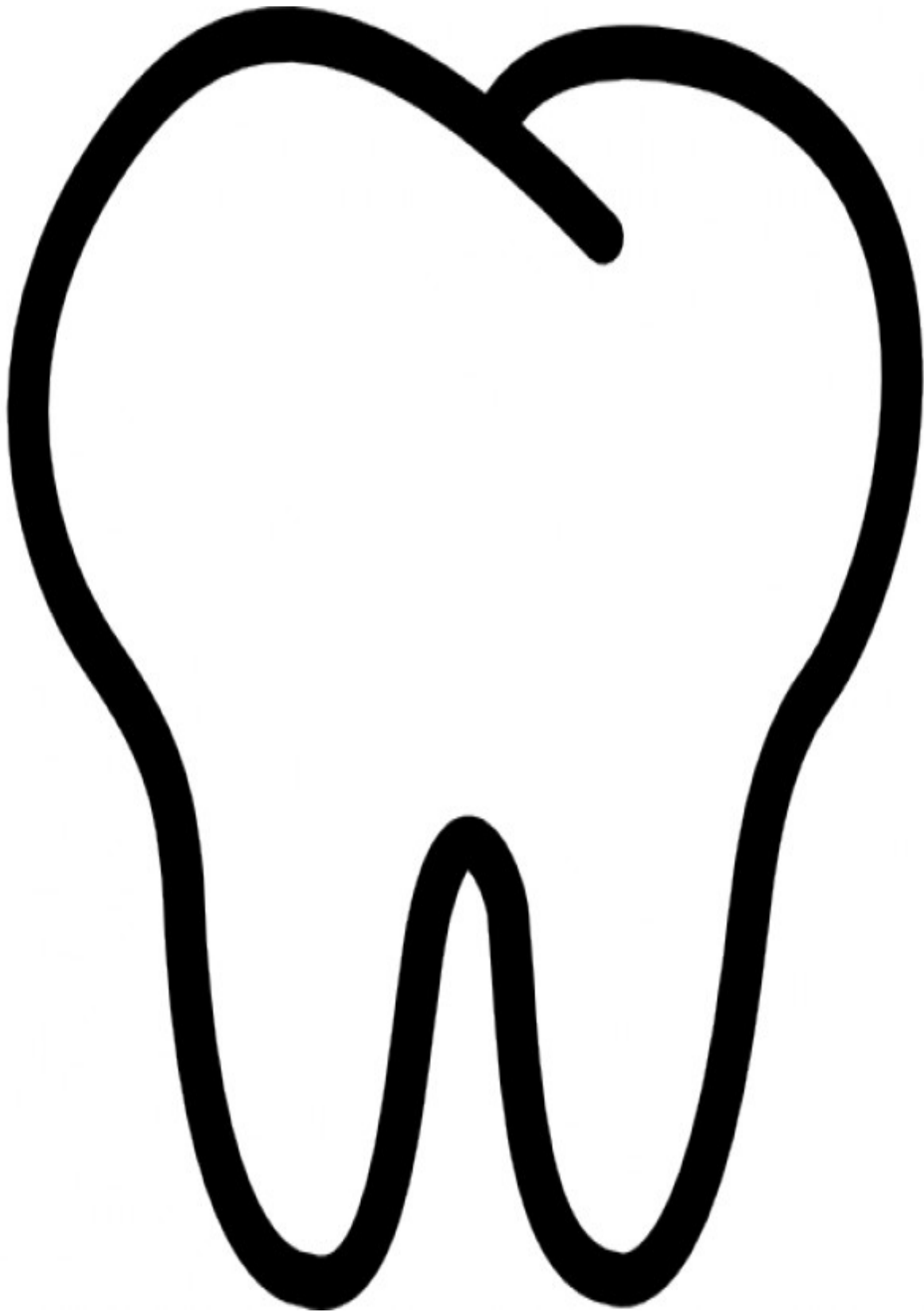
**Language/Vocab:**

Teeth  
Healthy  
Unhealthy

---

**CLASS Enrichment Questions:**

How do we keep our teeth healthy?  
What do you do at home to keep your teeth healthy?  
What kinds of foods do we eat that keep our teeth healthy?  
How do you know that food is unhealthy?



**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** BEVERAGE

**Activity Title:** READ *POTTER THE OTTER A TALE ABOUT WATER*

**Level:** AGES 2-5

**Lesson Duration:** 15-25 minutes

**Lesson Objective:**

Teachers will read the book, *Potter the Otter A Tale about Water* with children, introducing them to the vocabulary words and encouraging them to be engaged with the text.

---

**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

---

**Materials:**

- ✓ *Potter the Otter A Tale about Water* book

View on Website at <http://www.pottertheotter.com/books/>



**Instructions:**

The teacher will sit with the children on the floor in a group or circle to read the story. Show the children the book cover, and say, “Today we are going to read *Potter the Otter a Tale about Water*. Who can tell me what they think this book will be about?” The first time you read the book, have the children sit so they become comfortable with the story and can participate in the literacy discussion.

Before you read the book, ask:

What do you see on the cover?

What do you think this book will be about?

What kind of things have we already learned about water?

**Remember to praise children for participating. You can also praise the other children for listening to their classmates, and for raising their hands to answer a question.**

During the book, you can ask:

Who can tell me the name of the animal on this page?

(Before reading) What does it look like is happening on this page?

Who can tell what they're drinking on this page? Is Potter going to like that they're drinking that?

(Turning the book around and turning the page) The next page has a \_\_\_\_\_ (animal) on it. What do you think he's drinking?

After the book, you can ask:

What was this book about?

Who was the main character in the book?

What was Potter the otter teaching the other animals in the book?

Who can remember what Toada was drinking? (soda) Is soda healthy? (no!)

Who can remember what Goose and Moose were drinking? (juice) Is juice healthy for us? (no)

Who can remember what Skunk was drinking?

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**CLASS Associations:**

Positive Climate  
Behavior Management  
Regard for Student Perspective  
Teacher Sensitivity

Concept Development  
Language Modeling  
Quality of Feedback  
Instructional Learning Formats

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**Language/Vocab:**

Otter	Water	Thirst	Picnic
Soda	Teeth	Sugar	Juice
Bridge	Skunk	Punch	Kangaroo
Pouch	Cheer		



# Beverage Policy Optional Lesson Plans

# TABLE OF CONTENTS

## BEVERAGE Policy

Optional Lesson Plans		Materials	
Look at my Bones	82	Healthy Howie Puppet	
Learning How to Floss	84	Play Dough	
Rethink Your Drink	87	Duplo Blocks	
		White Paint	
		Black construction paper	
		Ziploc Plastic Bags	
		Teaspoons	
		Sugar	
		Laminated Pictures of Beverages	
		Laminated green circle	
		Laminated red circle	
		Yarn or String	

**Activity Title:** LOOK AT MY BONES

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will make x-ray pictures of their hands by painting bones on them and putting their hands on black paper.

**Lesson Preparation:**

Read the information provided. Practice the discussion topics using Healthy Howie and prepare all materials before implementing the activity.

**Materials:**

- ✓ Healthy Howie puppet
- ✓ Black construction paper
- ✓ White paint
- ✓ Paint brushes



**Instructions:**

Introduce the activity: “Healthy Howie taught us about how to keep our bones healthy by drinking milk and eating low fat cheese. We are going to make pictures of our bones like a picture from an x-ray!”

Provide a piece of black construction paper and a paintbrush to each child.

Discuss rules for the activity (i.e., that children will keep their hands to themselves).

Next, have a short discussion about what X-rays are, guided by the questions provided below.

**Demonstrate to the children how they will complete the activity, while using your words to model your actions.** “First we will open our hands, spreading our fingers wide.” **Open your hand to demonstrate, and encourage them to copy you, so they will know how to complete the activity when they have paint.** “Next, we will take the paint brush and paint pretend bones on our hands.” **Here, the teacher will dip the paintbrush in her paint, and paint ‘bones’ on her hand, with breaks in the paint between joints to make the paint look more like bones.**

Here children can use a paintbrush without the paint on it, and follow along with the teacher as she demonstrates.

Depending on the child's developmental level, instruct each child to paint bones on their hands like the pictures above. *For younger children, the teacher can assist in painting the bones on the child's hand. If needed for young children, the activity can be done one by one.*

**Instruct the children to wash their hands after the activity is complete.**

Display the x-rays in the classroom. Encourage children to show their parents the x-rays of their bones that they made.

**Remember to incorporate specific praise when appropriate:**

Great job remembering the names of the dairy products.

I love how you're thinking hard about the questions.

Terrific job sitting quietly and taking turns!

I love how \_\_\_\_\_ is listening to his friends share about dairy products!

---

**CLASS Associations:**

Positive Climate  
Behavior Management  
Concept Development

Quality of Feedback  
Instructional Learning Format

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**Language/Vocab:**

Bones  
X-ray

---

**CLASS Enrichment Questions:**

What is an x-ray?

Why do you think we get x-rays?

What does an X-ray help us see? Our bones

Has anyone gotten an x-ray before? Why did you get an x-ray?

---

**Activity Title:** LEARNING HOW TO FLOSS

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will use fine motor skills to practice flossing by using yarn to ‘floss’ play dough out of jumbo LEGO pieces.

**Lesson Preparation:**

Read the instructions below prior to the activity. Prepare materials before the activity, including putting some play dough in between the teeth of the LEGOs.

**Materials:**

- ✓ Jumbo LEGOS/Duplos
- ✓ Play dough
- ✓ Yarn or string, cut into 12 inch long pieces
- ✓ Dental floss (optional)



**Instructions:**

Sit down with a small group of children at a table, with several jumbo LEGO blocks in a container on the table that already have play dough in between the bumps at the top. There should be about twice as many blocks like this as there are children in the group.

Before handing out the blocks, explain the activity: “Today we are going to practice flossing. Does anyone know what flossing means? Why do you think we floss our teeth?” (To keep our teeth clean and healthy!)

Have a short conversation with the children about what flossing is, why we floss, and whether they floss (see CLASS questions below). **The teacher can also demonstrate flossing her own teeth to help children make the connection.**

Next, **teachers will demonstrate to the children how to use a string to ‘floss’ the play dough out of the LEGOs. As much as possible, teachers will use the string like they would use actual dental floss so that the children can see how they should hold the floss. As teachers demonstrate, they will narrate what they are doing.** “First, I twist the floss around my fingers so it is tight. Then I put the floss between two teeth and bring it to the bottom of the tooth. Then I

bring it back up, trying to get out any food that is between my teeth. Then I go on to the next tooth. I have to floss between all of my teeth to make sure I get all the food and plaque that is stuck in them.” (etc.)

When teachers have finished the demonstration, they will get the container with the other LEGOs and pass it around the table, **instructing the children to each take one or two blocks and then pass the container to the next child.** Teachers will praise children for doing this well (for example, “I like how you took your blocks and passed them to your friend”). Then hand out one string to each child. Then teachers will guide children through using the string to floss just like the demonstration, to get the food or plaque out of their teeth.

After the children have removed all of the play dough from the LEGOs, they can put the play dough back in to the teeth and practice ‘flossing’ as much as they want, or as much as time allows. Teachers could also instruct children at one table and then leave that group to practice flossing while the teacher moves on to another table to teach a different small group of children.

*Some children may have difficulty with this activity due to fine motor difficulties gripping the ‘floss’ the right way, or pushing it between the LEGO teeth. These children should be encouraged to try the activity, but teachers should not be concerned as much about technique, as much as the child being willing to try. The teacher can encourage this trying by praising children and expressing that it is difficult. For example, “Sometimes flossing can be really hard, but we do it so that we can keep our teeth beautiful and clean. I like how you’re working very hard and trying your best to floss your teeth.”*

**Be sure to use specific praise during this activity to encourage children. For example:**  
Great job wrapping your floss around your fingers just like I showed you!  
I love how you all sit so nicely and listened so close when I was showing you how to floss!  
Great job flossing your teeth!

---

#### **CLASS Associations:**

Positive Climate  
Behavior Management  
Productivity  
Language Modeling

Quality of Feedback  
Instructional Learning Format  
Concept Development

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#### **Language/Vocab:**

Teeth  
Floss  
Plaque

---

#### **CLASS Enrichment Questions:**

How do we keep our teeth healthy?  
Why do we floss our teeth?

What do you do at home to keep your teeth healthy?

Do you floss at home? Who helps you floss your teeth at home?

What gets stuck between our teeth? (Plaque, food, etc.)

If we brush our teeth, do we have to floss them too? (yes) Why? (Because floss gets food and plaque that our toothbrushes can't reach).

---

**Activity Title:** RETHINK YOUR DRINK**Level:** AGES 2-5**Lesson Duration:** 20-30 MINUTES**Lesson Objective:**

Children will learn what beverages are good for them and which are not. Then children will learn how much sugar is in drinks.

**Lesson Preparation:**

Read the instructions below prior to the activity. Prepare materials before the activity, and practice the discussion questions.

**Materials:**

- ✓ Large red circle (preferably laminated)
- ✓ Large green circle (preferably laminated)
- ✓ Laminated pictures of common beverages (juice boxes, milk carton, water, soda, sports drinks, etc.)
- ✓ Sugar
- ✓ Teaspoon
- ✓ Plastic bags
- ✓ Chart for how much sugar is in drinks
- ✓ Healthy Howie puppet (optional)

**Instructions:**

**This activity has two parts that could be done one right after the other, or as separate activities.**

Teachers or Howie will introduce the activity. Children can be in a small group sitting at a table or in a large group sitting on the carpet/circle time area. Teachers will sit on the ground with children if children are on the ground, and at the table at eye level if children are sitting at the table. **“Healthy Howie is going to help us figure out what we can drink to keep our bodies strong and healthy. Howie is going to help us sort drinks into those that are healthy (hold up the green circle) and those that are unhealthy (hold up the red circle)”.**





Teachers can:

- Hold up the picture of the beverage and have children point to which circle it should go on (or raise their hands to answer individually).

OR

- Distribute the pictures to the children and have them take turns putting their picture on the circle they think is right – the red one or green one. **If the teacher picks this choice, the teacher will place the first picture to show where it goes. For example, “I have the picture of the Coca Cola. I think that Coca Cola is not healthy because it has a lot of sugar in it. So I will put it on the red circle.” Then model placing the picture onto the red circle and sitting back down.**

2. The same beverage pictures will be used to show children how much sugar is in certain drinks. This part of the activity would work better in a small group format than large group. The teacher and children will refer to the chart to see how much sugar is in certain drinks, and the teacher will help children measure that amount of sugar into plastic bags to demonstrate. During the activity the teacher and children will discuss (see CLASS questions below).

*As an alternative, if most of the children have difficulty waiting when it is someone else’s turn, they can all practice measuring and counting together, and each child can have their own teaspoon to measure sugar into their own bag or bowl. Then they will be dumped back into the sugar to start measuring the next beverage, and only the bag held by the teacher will be kept to compare the sugar contents of different drinks to one another.*

---

**CLASS Associations:**

Positive Climate  
Behavior Management  
Productivity  
Language Modeling

Quality of Feedback  
Instructional Learning Format  
Concept Development

---

**Language/Vocab:**

Teeth  
Beverage  
Soda  
Rot

Measure  
Sugar  
Teaspoon

---

**CLASS Enrichment Questions:**

**What do you think sugar does to our teeth?** It rots them.

**Why aren’t these drinks good for our teeth?** They have too much sugar in them.

**How much sugar does water have in it?** None

**Which drink has the most sugar in it? The least?**

---

# Appendix

# Beverage Policy

## Table of Contents

C.1	Make Water Available Throughout the Day
C.2	Make Better Beverage Choices
C.3	Milk for Kids with Lactose Intolerance
C.4	Build a Healthy Plate with Milk

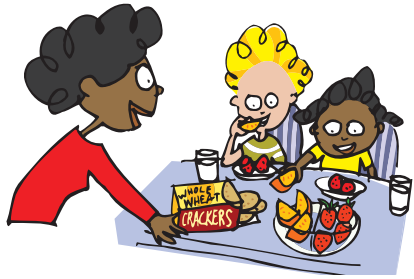
Reference:

# Make Water Available Throughout the Day

## Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program



**When children are thirsty between meals and snacks, water is the best beverage choice.** The amount of water needed will vary among young children, and increase on hot summer days, during physical activity, and on dry winter days. You can help by making safe drinking water **freely accessible\*** to children throughout the day. Drinking water can:



- **Keep children hydrated and healthy.**
- **Help build and maintain strong teeth, if water includes fluoride.**
- **Help rinse food from teeth and reduce acid in the mouth, both of which contribute to dental cavities.**
- **Help children develop a habit of drinking water that they will keep for life.**

### How and When Should Water Be Made Available?

- ▶ **CACFP standards require providers to make water freely accessible\* throughout the day.** Water must also be available to drink upon children's request.
- ▶ **Make water available during meals and snack time.** While drinking water must be made available to children during meal times, it does not have to be served alongside the meal. Water is not part of the reimbursable meal and may *not* be served instead of fluid milk.
- ▶ **Some children who drink too much liquid right before a meal may feel too full to eat.** If children drink normal amounts of water before meals, it likely will not affect their appetite and hunger levels. You should keep this in mind when deciding how much water to offer a child right before meals.
- ▶ **Replace other high-calorie, sweetened beverages** that are served outside of meal times with plain, unflavored noncarbonated water.
- ▶ **Serve fluoridated tap water.** Many community tap water supplies contain fluoride. Most bottled water is no fluoridated. Bottled water is not necessarily safer than regular tap water, and it's more expensive.

\* **"Freely accessible"** can mean allowing children to access water from a water fountain whenever they are thirsty.

*Or, you can make clean, small pitchers of water and single-use paper cups available in the classrooms and on the playgrounds, or make paper cups available next to the kitchen sink.*

**Allow children to serve themselves water** when they are thirsty, or provide water to a child when he or she requests it.



*Water is an excellent beverage choice at snack time, along with your two other reimbursable meal components.*

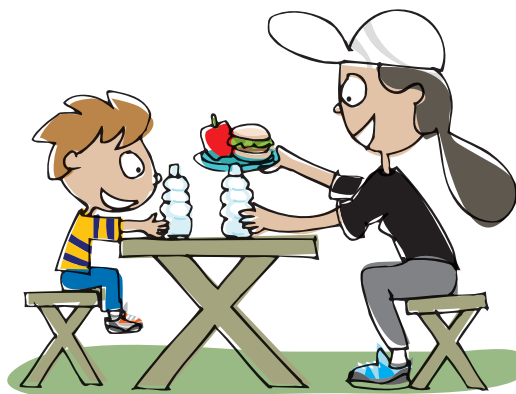


## How can I offer more water and fewer sweetened drinks?

Most children 2 years and older drink beverages with too many added sugars. These extra calories from added sugars make it harder for children to maintain a healthy weight as they grow.

Water is calorie-free, so drinking water during the day can reduce the total number of calories consumed. Water also satisfies thirst and keeps children well-hydrated. Try these simple tips:

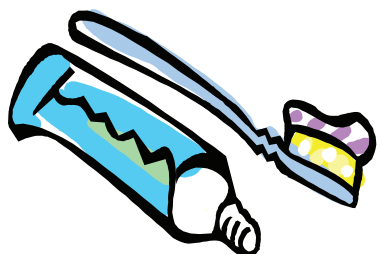
- ▶ **Serve plain, unflavored, noncarbonated water** instead of fruit-flavored drinks, soda, fruit nectars, sports drinks, or other sweetened drinks.
- ▶ **Be sure to have water available** when children are playing outdoors or doing other physical activity.
- ▶ **Let water be the only choice** when children are thirsty outside of meal and snack times.



## How can I help encourage kids to drink water instead of sweetened drinks?

When children taste sugar and sweet flavors often, they learn to prefer these sweet flavors more and more. Offering beverages without added sugars can help children learn to like foods and beverages that are not as sweet. Here are some ways to get kids excited about drinking water:

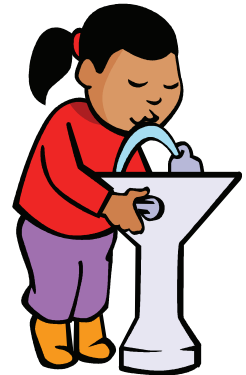
- ▶ **Prepare pitchers of water together.** Children learn about drinking water when they help. Young children can help bring paper cups to the table, and children 4 years and older can pour water into pitchers.
- ▶ **Drink water and kids will too.** They learn from watching you. <http://www.choosemyplate.gov/preschoolers/daily-food-plans/about-beverages.html>



- ▶ **Encourage good dental hygiene.** Explain that when sugar is in contact with teeth, it can contribute to cavities. To reduce sugar in the mouth and lower cavity risk, have children drink fluoridated water and floss and brush teeth with fluoride toothpaste. If children do not brush their teeth after eating, they should be offered water to drink to help rinse food from their mouth.
- ▶ **Send the message home.** Share the *Nibbles for Health* take-home newsletter for parents on keeping their child's healthy smile. [http://teamnutrition.usda.gov/Resources/Nibbles/Nibbles\\_Newsletter\\_24.pdf](http://teamnutrition.usda.gov/Resources/Nibbles/Nibbles_Newsletter_24.pdf)

**How can I keep drinking water safe?**

- ▶ **Keep drinking fountains clean, sanitized, and maintained** to provide adequate drainage. Teach children to drink water from a cup and to drink from a fountain without putting their mouths to the spout.
- ▶ **Provide single-use paper cups by the kitchen sink or a water pitcher** for children to use when they feel thirsty.
- ▶ **Purchasing water for children may be considered a reasonable and allowable cost for CACFP programs *only*** if safe drinking water is not available in the facility.
- ▶ **Ice cubes pose a choking hazard to children under 4 years old.** (See Supplement A on page 77 for more information.)



**Activities**

**How can I put this information into practice?**

Locate safe water sources inside and outside the child care facility or home. They are located:

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**How will you make water available throughout the day, both indoors and outdoors?**

Make sure that water is freely accessible to children, with clean cups to drink from when appropriate. Put a check mark next to the ideas you will try next month.

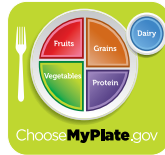
- Small pitchers of water**
- Kitchen sink faucet**
- Water fountain**
- Water jugs on the playground**
- Other ideas:**

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**10 tips**  
Nutrition  
Education Series



**MyPlate**  
**MyWins**

Based on the  
**Dietary Guidelines**  
for Americans

# Make better beverage choices

**A healthy eating style includes all foods and beverages.** Many beverages contain added sugars and offer little or no nutrients, while others may provide nutrients but too many calories from saturated fat. Here are some tips to help you make better beverage choices.

## 1 Drink water

Drink water instead of sugary drinks. Non-diet soda, energy or sports drinks, and other sugar-sweetened drinks contain a lot of calories from added sugars and few nutrients.



## 2 How much water is enough?

Let your thirst be your guide. Everyone's needs are different. Most of us get enough water from the foods we eat and the beverages we drink. A healthy body can balance water needs throughout the day. Drink plenty of water if you are very active or live or work in hot conditions.

## 3 A thrifty option

Water is usually easy on the wallet. You can save money by drinking water from the tap at home or when eating out.

## 4 Manage your calories

Drink water with and between your meals. Adults and children take in about 400 calories per day as beverages—drinking water can help you manage your calories.

## 5 Kid-friendly drink zone

Make water, low-fat or fat-free milk, or 100% juice an easy option in your home. Have ready-to-go containers available in the refrigerator. Place them in lunch boxes or backpacks for easy access when kids are away from home. Depending on age, children can drink ½ to 1 cup, and adults can drink up to 1 cup of 100% fruit or vegetable juice\* each day.



\*100% juice is part of the Fruit or Vegetable Group.

## 6 Don't forget your dairy\*\*

Select low-fat or fat-free milk or fortified soy beverages. They offer key nutrients such as calcium, vitamin D, and potassium. Older children, teens, and adults need 3 cups of milk per day, while children 4 to 8 years old need 2½ cups and children 2 to 3 years old need 2 cups.

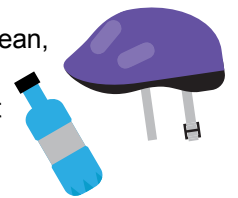


## 7 Enjoy your beverage

When water just won't do—enjoy the beverage of your choice, but just cut back. Remember to check the serving size and the number of servings in the can, bottle, or container to stay within calorie needs. Select smaller cans, cups, or glasses instead of large or supersized options.

## 8 Water on the go

Water is always convenient. Fill a clean, reusable water bottle and toss it in your bag or briefcase to quench your thirst throughout the day. Reusable bottles are also easy on the environment.



## 9 Check the facts

Use the Nutrition Facts label to choose beverages at the grocery store. The food label and ingredients list contain information about added sugars, saturated fat, sodium, and calories to help you make better choices.

## 10 Compare what you drink

Food-A-Pedia, an online feature available at [SuperTracker.usda.gov](http://SuperTracker.usda.gov), can help you compare calories, added sugars, and fats in your favorite beverages.

\*\* Milk is a part of the Dairy Group. A cup = 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.

# Milk for Kids With Lactose Intolerance

**Milk is good for kids. You know that. But it is good for YOUR child? After all, each child is different. How do you know if your child is lactose intolerant – or not?**

## Lactose Intolerance is...

A food sensitivity, *not* a milk allergy or sickness! It happens when the body does not make enough lactase. Lactase is a body enzyme that handles lactose, which is the natural sugar in milk.

Lactose intolerance is not common during childhood. Even if you are lactose intolerant, your child probably is not. Adults feel the effects more than kids do; some people, more than others.

Diarrhea, stomach ache, gas, or feeling bloated are symptoms of lactose intolerance. These same symptoms can point to more serious health problems. Find out!

## If you suspect lactose intolerance:

**Talk to your child's health care provider.** That is the only way to know what the symptoms really mean.

**Skip any urge to diagnose lactose intolerance yourself.** If you take away a food, such as milk, your child might miss nutrients needed to grow and stay healthy.

## If your child has lactose intolerance:

**Relax.** Your child can still enjoy milk products and get the nourishment that milk gives. Nutrients in milk help your child grow and build strong, healthy bones and teeth.

**Tell caregivers.** If your child goes to child care, bring a note from your child's health care provider. Together plan ways to fit milk into snacks and meals your child eats there.



Provided by \_\_\_\_\_

**NIBBLES FOR HEALTH 27** Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service

Milk for Kids with Lactose Intolerance. *Nibbles for Health: Nutrition Newsletters for Parents of Young Children*. 2017; 27. <https://www.fns.usda.gov/tn/nibbles-health-nutrition-newsletters-parents-young-children>.




# Milk for Kids With Lactose Intolerance

Your child counts on you for the bone-building nutrients in milk. Even if your child is lactose intolerant, you can fit milk products in!



## You Can Help Your Child Enjoy Milk.

### It's Easy, Try This!

- Serve milk with solid foods:** snacks, as well as meals. Solid foods slow digestion, so lactose in milk is easier to handle. *Tip:* These snacks taste good with milk: an oatmeal cookie, cereal, and a banana. 
- Buy lactose-free milk.** *Tip:* Find it in supermarkets with other milk products.
- Offer cheese.** Cheese has milk's nutrients, but very little lactose. *Tip:* Try simple "cheesy" foods: toasted cheese sandwich, macaroni and cheese, cheese and crackers. 
- Pour small cups of milk.** Little amounts are easier to digest. *Tip:* Be sure your child gets enough to equal at least 2 cups of milk during the day.
- Try yogurt.** "Friendly" bacteria that give yogurt its unique flavor also help the body absorb lactose. Yogurt has all of milk's nutrients, too. *Tip:* Offer lowfat fruit yogurt as a dip for sliced fruit. Your child may like fruit smoothies (made with lowfat yogurt), too. 
- Offer chocolate milk.** It contains the same nutrients as white milk. But kids like chocolate milk and may be more willing to drink it.

### For You, Too!

If you are lactose intolerant, these tips can help you, too. Remember, your bones need calcium that milk provides to stay strong and healthy.

Provided by \_\_\_\_\_

**NIBBLES FOR HEALTH 27** Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service

Milk for Kids with Lactose Intolerance. *Nibbles for Health: Nutrition Newsletters for Parents of Young Children.* 2017; 27. <https://www.fns.usda.gov/tn/nibbles-health-nutrition-newsletters-parents-young-children>.

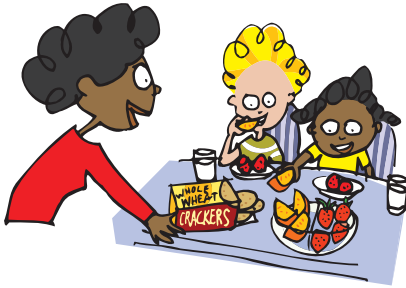


# Build a Healthy Plate With Milk



## Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program

**Children who consume dairy products such as milk, milk substitutes, yogurt, and cheese get many important nutrients and have healthier diets than those who don't.** However, many children ages 2 to 3 years, and most children 4 years and older, do not consume enough milk and dairy products. You can help by offering fat-free and low-fat milk during the day to:



- Provide children with nutrients such as protein, calcium, vitamin D, and potassium.
- Help build strong bones, teeth, and muscles in growing children.
- Increase the chance that children will drink milk when they are older.

**NOTE:** “Milk” refers to pasteurized fluid types such as unflavored or flavored whole milk low-fat milk, fat-free (skim) milk, or cultured buttermilk that meet State and local standards for such milk. All milk should contain vitamins A and D at levels specified by the Food and Drug Administration and must be consistent with State and local standards for such milk.



### CACFP Crediting Tips:

- Yogurt and cheese credit as a meat alternate, and not as a part of the fluid milk requirement of the CACFP meal pattern. See the Meat and Meat Alternate tip sheet on page 19 for more information.
- Remember, cream cheese, whipped cream, and butter are not part of the milk component and are not creditable in CACFP. They are high in solid fats and have little or no calcium.



- Fat-Free = Skim Milk
- Low-Fat = 1% Fat Milk
- Reduced-Fat = 2% Fat Milk
- Full-Fat = Whole Milk

### What types of milk should I offer children over 2 years old?

Fat-free and low-fat (1%) milk options have the same amount of calcium and other important nutrients as whole and reduced-fat (2%) milks, but much less fat. Starting at age 2, children should drink only:

- ▶ Fat-free or low-fat (1%) milk, or
- ▶ Fat-free, or low-fat, lactose-free or lactose-reduced milk.

Whole and reduced-fat milks (2%) contain high amounts of saturated fat and *may not*, under USDA's CACFP requirements, be served to children over 2 years of age. While dietary fats are needed for children's growth and development, children 2 years and older generally consume enough fats in their diet without consuming fat from milk.

## How can I serve fat-free and low-fat milk?

- ▶ **Offer unflavored, fat-free, and low-fat milks most often.** They have less added sugar and fewer calories than flavored, whole, or reduced-fat milk (See the Added Sugars tip sheet on page 47 for more information.)
- ▶ **Offer lactose-reduced or lactose-free milk to children who are lactose-intolerant or, upon a parent's written request, a preapproved nondairy milk (for example, soy) to children who can't consume cow's milk.** Handle milk substitutions on a case-by-case basis and contact your State agency or sponsoring organization if additional guidance is needed.



- **Some children in your care may be allergic to milk, soy, nuts, and seeds.**

**Actively supervise children when serving milk and milk substitutes. Handle food allergies on a case-by-case basis, have a medical statement on file, and contact your State agency or sponsoring organization if additional guidance is needed.**

- **See Supplement B on page 81 for more information on food allergies.**



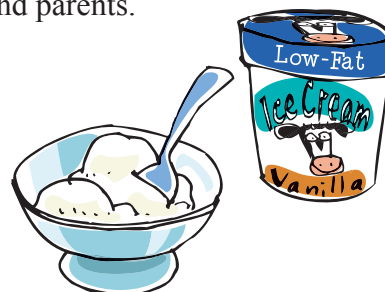
## How can I encourage children to choose fat-free and low-fat milk?



*Enjoy milk often. The children in your care are looking at the choices you make.*

*Choose fat-free or low-fat milk as your beverage of choice during meal and snack times. <http://www.choosemyplate.gov/food-groups/dairy-tips.html>*

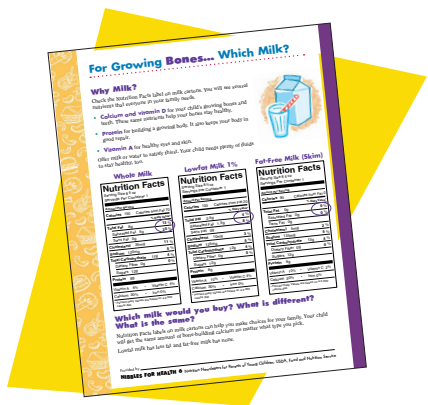
- ▶ **Make food fun.** Make up a song that is associated with drinking milk, and sing it when milk is being served.
- ▶ **Do a milk taste-test.** Let kids sample low-fat (1%) milk and fat-free milk and pick their favorite. Low-fat milk and fat-free milk have less calories and saturated fat than reduced-fat (2%) milk and whole milk but do not reduce calcium or other important nutrients.
- ▶ **Create your own Milk Mustache Event!** Take pictures of children drinking low-fat milk and post them on a bulletin board. Blend together low-fat milk with frozen yogurt or low-fat ice cream for the Milk Mustache activity. For more fun, include adults and parents.



*more 'encourage choosing fat-free and low-fat milk tips' on next page ...*

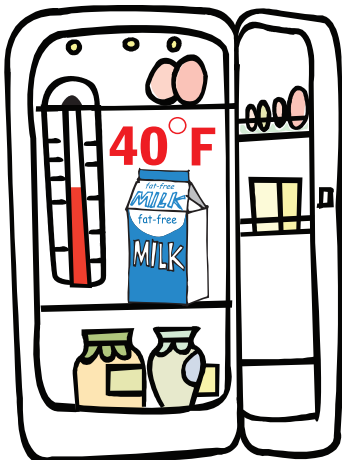
... more 'encourage choosing fat-free and low-fat milk tips'

## Connect With Parents



- ▶ **Send the message home.** Share the *Nibbles for Health* take-home newsletter for parents on milk and growing children's bones. [http://teamnutrition.usda.gov/Resources/Nibbles/Nibbles\\_Newsletter\\_6.pdf](http://teamnutrition.usda.gov/Resources/Nibbles/Nibbles_Newsletter_6.pdf)
- ▶ **Share information with parents whose children cannot consume cow's milk.** Even if children have lactose intolerance, they may still enjoy milk and other dairy products and get the nourishment that milk provides. [http://teamnutrition.usda.gov/Resources/Nibbles/Nibbles\\_Newsletter\\_27.pdf](http://teamnutrition.usda.gov/Resources/Nibbles/Nibbles_Newsletter_27.pdf)

## How can I keep milk and other dairy products safe?



- ▶ **Keep milk COLD!** It tastes better and is safer for kids to drink.
- ▶ **Store milk and other dairy products** in a refrigerator below 40 °F.



- **String cheese and large chunks of cheese pose choking hazards.**
- **See Supplement A on page 77 for more information on choking hazards.**

# Activities

## How can I put this information into practice?

Take a look at your current weekly or cycle menu. What fat-free or low-fat milk or milk substitutes are you using?

- ▶ **Make sure you are serving the appropriate types of milk for each child, based on his or her age.**

Review the *What type of milk should I offer?* section on this tip sheet.

- What type(s) of milk should be served to **children 2 years and older**? Why?

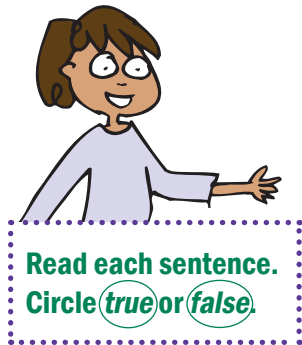
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- Yogurt and cheese credit as a meat alternate in CACFP and not as part of the fluid milk requirement.

True                  False

- Cream cheese, whipped cream, and butter are not part of the milk component and are not creditable in the CACFP.

True                  False

- ▶ **Write down one or two creative ways you can highlight the importance of milk.** Do this at least one day during each week next month.

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# SCREEN TIME

# POLICY

## Core Lesson Plans



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## SCREEN TIME Policy

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Read: <i>Potter Potter the Healthy Otter</i>	101	Laminated Food Pictures	
		Scissors	
		Glue Sticks	
		Plastic Fruits & Vegetables	
		Food Picture Handouts	
		Crayons	
		Poster board bowl for Fruit Salad	
		<i>Potter Potter the Healthy Otter</i>	
		Optional: grocery cart, cash register, pretend money, carpet squares	

**Activity Title:** FRUIT SALAD**Level:** AGES 2-5**Lesson Duration:** 20-30 MINUTES**Lesson Objective:**

Children will work together to make a classroom fruit salad using fruit pictures.

Children will exercise and develop fine motor skills.

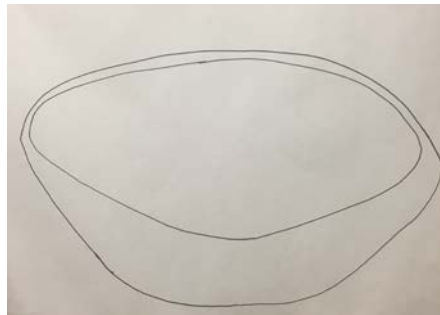
Children will become familiar with the use of scissors and glue.

**Lesson Preparation:**

Read the information provided. Prepare the materials for the activity prior to implementing with the class.

**Materials:**

- ✓ Poster board for fruit salad (with a large bowl drawn on the poster)
- ✓ Paper (for each child)
- ✓ Fruit picture example
- ✓ Scissors
- ✓ Glue
- ✓ Crayons
- ✓ Play the Song: Fruit Salad

**Instructions:**

First teachers will introduce the activity. “Healthy Howie taught us about fruit. What are some of your favorite fruits? Today we are to make a fruit salad to remind us to eat our fruits to keep our body’s healthy and strong. First, you are going to get a piece of paper, and you will draw your favorite fruit on the paper.”

1. Provide a piece of paper to each child.
2. Instruct children to draw and color their favorite fruit. **The teacher will also color a fruit picture with the children.**
3. Assist children who need help. For example, if children need help choosing a fruit to color, first ask them if they can remember fruits from the My Plate activity, or fruits they have eaten at lunch. If the child still has difficulty thinking of a fruit, the teacher can ask other children to share which fruits they are coloring. If the child still feels stuck, the teacher can provide the example fruit picture and help them choose.

4. When children are done coloring their fruit, instruct each child to cut out their fruit. *Cutting with scissors is difficult for children who have fine motor deficits. If children have difficulty cutting, the teacher should encourage the children that it is more important to try than to cut it out well. If the child cannot open and close the scissors, s/he can ask a classmate for help, or the teacher can help by guiding the child's fingers to cut out the picture. Children should also be allowed to rip out the picture instead of cut, if using a scissors is too frustrating.*
5. Each child should place their name somewhere on the fruit. The teacher could write the names, or the children could copy their names onto the front or back of the cut out fruit.
6. Children will then paste their fruit to the classroom "fruit bowl." Teachers or other children can help children who have difficulty with this step.
7. Talk about the fruit each child chose. Teachers can do this with individual children, or as a large group, having children tell the whole class which fruit they chose. For example, teachers could have children stand in a circle on the rug while the teacher holds the fruit salad. **Teachers will also talk about the fruit they colored, and talk about the fruit that they like to eat in the fruit salad, modeling healthy eating preferences.**
8. Then the children can dance to the **Fruit Salad** song, and during or after the song, the teacher will call out the name of the children, and they will come into the center of the circle, point out, and say the name of the fruit they colored. **The teacher will also take a turn during this activity, pointing out the fruit s/he made, and dancing along to the song with the children.**
9. Display the fruit salad for the children to see in the classroom. Encourage children to show their parents the fruit they colored.

**Be sure to include specific praise during the activity to encourage children to behave and stay with the content of the activity. For example:**

*You're doing such a nice job coloring.*

*I like how you're being careful cutting with the scissors.*

*(If a child needs to ask for help) I like the way you asked your friend for help. And I like how you are helping your friend.*

*You are great at remembering the names of different fruits!*

*You did a great job helping us make our fruit salad.*

**CLASS Associations:**

Positive Climate

Language Modeling

Behavior Management

Instructional Learning Formats

Productivity

Concept Development

**Language/Vocab:**

Fruit Salad

Bowl

Banana

Grape

Pear

Strawberry



Watermelon  
Peach  
Cherry  
Lemon

Raspberry  
Pineapple  
Blueberry  
Papaya

Kiwi  
Lime  
Mango

Grapefruit  
Cantaloupe  
Apple

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**CLASS Enrichment Questions:**

What are your favorite fruits?

What is the smallest fruit in the fruit salad?

What is the biggest fruit in the fruit salad?

Have you ever had fruit salad? What kinds of fruits have you had in your fruit salad?

Have children recall fruits that are different colors: Can anyone see a fruit that is \_\_\_\_\_? (red, orange, blue, etc.)

Who knows of a fruit that has seeds in it? (apple, peach, watermelon, etc.)

Ask children which fruits start with certain letters or sounds. For example: What fruit starts with the A sound?

Count the fruit with the children once they are glued on the fruit salad bowl. Encourage them to count aloud with you.

---

**Activity Title:** Grocery Shopping and Cooking (Dramatic Play)**Level:** AGES 2-5**Lesson Duration:** 20-35 MINUTES**Lesson Objective:**

Children will use their imaginations to explore shopping for healthy foods, and cooking with healthy foods.

**Lesson Preparation:**

Read the instructions below prior to the activity. Prepare all of the materials before beginning the activity, and prepare the discussion questions.

**Materials:**

- ✓ Tote bags or plastic shopping bags
- ✓ Plastic fruits and vegetables
- ✓ My Plate visual for the kitchen area
- ✓ Pictures of healthy cooked foods, laminated and/or glued onto cardboard circles to imitate food
- ✓ Optional: grocery cart, cash register, money, etc.

**Instructions:**

Explain the purpose of the activity. “**Healthy Howie taught us about a lot of different healthy foods. Today we are going to pretend that we are at the grocery store shopping for healthy foods, and then we will take our healthy foods home and cook them!**”

This activity has two different parts – grocery shopping and cooking healthy food. Teachers can have children engage in the activities all together, starting with grocery shopping and then pretend cooking. Or, teachers can design this more as two separate centers, in which some of the children engage in grocery shopping and others pretend to cook food, and then they switch. Following is a description of the two activities:

**Grocery Shopping:**

Set up a shelf or two with different pretend foods displayed. Teachers can use a mixture of plastic play food; empty boxes from foods such as crackers, cereal, and oatmeal; and laminated

pictures of foods. Children can act in different roles according to their imaginations (e.g., cashier, bagger, shopper, etc.). Teachers should give a general description of this activity (For example, “**Pretend you are at the grocery store, and buying food to keep your bodies healthy.**”) Then teachers will watch children playing and help them with imaginative play when necessary. **Although children should lead the play in this activity and decide which foods are healthy, the teacher will play a role as well, either acting as the cashier or another shopper. The teacher will model healthy choices during this activity, either by picking out healthy food to buy, or commenting on the children’s choices.** For example, “**I love that you are buying carrots. Carrots are so delicious and so good for your body!**”

*Some children in preschool will have difficulty with the idea of imaginative or pretend play. These children will likely do best in a “shopper” role because it is closest to a role they have played in real life. These children may need more instruction from the teacher or other students about how to pretend to shop in a pretend grocery store. For example, the teacher could guide the interaction by asking questions:*

*What do you do when you are at the grocery store?*

*What foods can you pick out that would keep your body healthy?*

*What do you do when you’ve picked out all of the food at the grocery store? (pay for the food at the cashier)*

### **Cooking Healthy Food**

In the cooking station, children can bring ingredients from a pretend kitchen or from the ‘grocery store’ to cook healthy food. The teacher will encourage the children to:

1. Pick what they want to make.
2. Identify the ingredients in what they want to make.
3. Identify how to make the food.
4. Pretend to make it with the dramatic play toys.

*As mentioned above in grocery shopping, some children in preschool will have difficulty with the idea of imaginative or pretend play, and may need more instruction from the teacher or other students. For example, the teacher could guide the interaction by asking questions:*

*What food do you want to cook that will keep your body healthy?*

*How do you make that food? (It’s not important that the child knows the correct way to cook the food, as long as they are practicing cooking healthy foods).*

**Be sure to include specific praise during the activity to encourage children to behave and stay with the content of the activity. For example:**

**Great job remembering the names of your fruits and vegetables.**

**I love how you are keeping your bodies safe while playing.**

**Wow, you traded places so fast!**

**I like how everyone is thinking carefully about when it is their turn.**

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### **CLASS Associations:**

Positive Climate

Behavior Management  
Productivity  
Language Modeling  
Concept Development

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**Language/Vocab:**

Groceries	Supermarket	Shopping Cart	Cash Register
Money	Cooking		

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**CLASS Enrichment Questions:**

What healthy fruits/vegetables/grains/proteins/dairy can you find in the grocery store?  
What healthy foods do you pick out at the grocery store with your mom and dad?  
Why do we want to buy healthy foods at the grocery store?

---

**Resources:**

For ideas about dramatic play in a grocery store:

<http://www.pocketofpreschool.com/2014/11/grocery-store-unit-plan-peek-at-my-month.html>

<http://www.brighthubeducation.com/teaching-preschool/77698-ideas-for-a-supermarket-learning-center-and-projects/>

<http://www.preschoollearningonline.com/dramatic-play/grocery-store-dramatic.html>

**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** SCREEN TIME

**Activity Title:** GARDEN GAME

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will review the names and pictures of fruits and vegetables, and move their bodies.

---

**Lesson Preparation:**

Read the instructions below prior to the activity. Prepare all of the materials before beginning the activity, and prepare the discussion questions.

---

**Materials:**

- ✓ Laminated pictures of fruits and vegetables (Velcroed from the MyPlate activity)
  - ✓ Healthy Howie Puppet (optional)
  - ✓ Carpet squares (optional)
- 

**Instructions:**

Explain the purpose of the activity. “Healthy Howie taught us about a lot of different healthy foods. Today we are going to practice the names of the different fruits and vegetables so we help our brains remember them!”

Teachers will have all the children sit in a circle. Then they will give each child a card with a picture of a fruit or a vegetable along with the name of the fruit or vegetable written below the picture. **Teachers can do this by passing a basket with the pictures in it around the circle and letting children pick out their own pictures.** When each child has a card, say, “Everybody look at the fruit or vegetable on the card I gave. Does everybody know what fruit or vegetable you have? Raise your hand if you need help.” Go over each card to ensure every child understands the name of the fruit or vegetable that was handed to them.

*If teachers know some children are more likely than others to have difficulty, it may help to give them a classroom buddy to assist them with the activity, or teachers could stand close to them to give them more reminders. For example, although a child understood the instructions and understood the name of his/her fruit/vegetable, s/he may forget it by the time it is called, so s/he may need a tap on the shoulder or the teacher may need to call his/her name to remind him to go when his/her card is called.*

After all the children know what they have, explain the game by saying, “I’m going to say the name of two fruits and vegetables. When I say the name of the fruit or vegetable on your card, then you will trade places where you are sitting as quickly as you can! Let’s practice. Are you ready?” **For the first round, the teacher should have her own card, and call out the name of her own card and that of a child who usually understands activities quickly. The teacher will verbally model her actions so that the children understand. For example, the teacher will say,** “So we’ll all be sitting quietly on our spots, listening closely for our fruit and vegetable names. Then I will say, ‘Apple and Zucchini.’ I have apple, and \_\_\_\_\_ has Zucchini, so that means that we will stand up, (stand up, and motion to the other child to stand up), and I will run to his spot and he will run to mine. Then we will sit down (sit down on the other child’s spot), and now it will be someone else’s turn.”

After the children understand how the game is played, have fun playing and trading places. Repeat as many times as the children are interested and time allows.

After all the children have had a chance to trade “fruit and vegetable” places, say, “Now we’re going to make a tossed salad. Everyone stand up and move around to toss the salad!” Remind children to keep their bodies safe, by not bumping into other children and by looking where they are going. Children could dance to a song while they make their tossed salad. **Teachers will dance with the children, modeling safe dancing, and showing enjoyment interacting with the children.**

*If certain children have more difficulty keeping their bodies to themselves, the teacher can position herself close to these children, and dance with the child to help him/her regulate, or help to block him/her from bumping into other children, thus preventing disagreements between children.*

**Be sure to include specific praise during the activity to encourage children to behave and stay with the content of the activity. For example:**

Great job remembering the names of your fruits and vegetables.

I love how you are keeping your bodies safe while playing.

Wow, you traded places so fast!

I like how everyone is thinking carefully about when it is their turn.

---

#### **CLASS Associations:**

Positive Climate  
Behavior Management  
Productivity  
Language Modeling

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#### **Language/Vocab:**

Banana	Grape	Pear	Strawberry
Watermelon	Raspberry	Kiwi	Grapefruit
Peach	Pineapple	Lime	Cantaloupe

Cherry  
Lemon  
Carrots  
Corn  
Cabbage  
Cucumber

Blueberry  
Papaya  
Potato  
Asparagus  
Peppers

Mango  
Squash  
Broccoli  
Avocado  
Onion

Apple  
Peas  
Lettuce  
Tomato

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**CLASS Enrichment Questions:**

Who has a fruit picture? Can you remember its name?

Who has a vegetable picture? Can you remember its name?

What fruit/vegetable do you have?

Have you ever eaten that fruit/vegetable?

What does your fruit/vegetable taste like?

Who has a fruit/vegetable that is \_\_\_\_\_ (pick a color)?

Can we eat the outside of your fruit/vegetable? (advanced)

What kind of plant do you think your fruit/vegetable grows on? For example, a tree, a vine, a bush, in the ground, etc. (advanced)

Who can remember how much of our plates should have fruits and vegetables? Half of our plates

Who has a small vegetable/fruit?

Who has a large vegetable/fruit?

What shape is your vegetable/fruit?

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**CURRICULUM PLAN:** Healthy Caregivers –Healthy Children

**POLICY:** Screen Time

**Activity Title:** READ *POTTER POTTER THE HEALTHY OTTER*

**Level:** AGES 2-5

**Lesson Duration:** 10-15 minutes

**Lesson Objective:**

Teachers will read the book, *Potter Potter the Healthy Otter* with children, introducing them to the vocabulary words and encouraging them to be engaged with the text.

**Lesson Preparation:**

Read the instructions below prior to the activity. Practice the activity and new vocabulary words to emphasize the lesson.

**Materials:**

- ✓ *Potter Potter the Healthy Otter* book

View on Website at <http://www.pottertheotter.com/books/>



**Instructions:**

The teacher will sit with the children on the floor in a group or circle to read the story. Show the children the book cover, and say, *Today we are going to read Potter Potter the Healthy Otter. Who can tell me what they think this book will be about?*

Before you read the book, ask:

*What do you see on the cover?*

*What do you think this book will be about?*

*What kind of things have we already learned about keeping our bodies healthy?*

**Remember to praise children for participating. You can also praise the other children for listening to their classmates, and for raising their hands to answer a question.**

During the book, you can ask:

*Who can tell me the name of the animal on this page?*

(Before reading) *What does it look like is happening on this page?*

*Who can tell what they're doing on this page? Is Potter going to like that they're doing that?*



(Turning the book around and turning the page) The next page has a \_\_\_\_\_ (animal) on it. What do you think he's doing?

After the book, you can ask:

What was this book about?

Who was the main character in the book?

What was Potter the otter teaching the other animals in the book?

Who can remember what Toada was doing? What did Potter suggest that they do instead?

Who can remember what Goose and Moose were doing?

Who can remember what Skunk was doing?

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**CLASS Associations:**

Positive Climate  
Behavior Management  
Regard for Student Perspective  
Teacher Sensitivity

Concept Development  
Language Modeling  
Quality of Feedback  
Instructional Learning Formats

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**Language/Vocab:**

Otter	Exercise	Skip	Hop
Moose	Goose	Stare	Park
Bridge	Skunks	Computer	Muscles
Helmets	Kangaroos		

# Screen Time Policy

## Optional Lesson Plans

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## SCREEN TIME Policy

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		Plastic cups	
		Soil	
		Permanent markers	
		MyPlate Pieces printout	
		Example Teacher placemat	
		Construction Paper	
		Pea seeds	
		Contact Paper	
		Painter's tape	

**Activity Title:** MY PLACEMAT**Level:** AGES 2-5**Lesson Duration:** 15-20 MINUTES**Lesson Objective:**

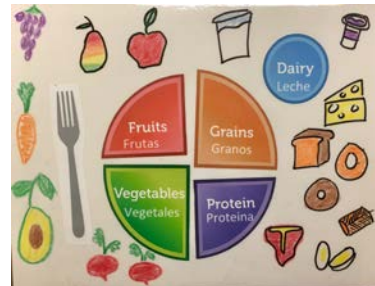
Children will exercise fine motor skills and decorate their own placemats using the MyPlate layout as a guide.

**Lesson Preparation:**

Read the information provided. Practice the discussion topics using Healthy Howie and review the questions and any new vocabulary words to emphasize the lesson.

**Materials:**

- ✓ Colored construction paper
- ✓ MyPlate pieces
- ✓ Scissors
- ✓ Glue sticks
- ✓ Example teacher placemat

**Instructions:**

Introduce the activity: “We are going to decorate placemats for our lunch time. They will remind us to eat healthy.” Teachers will complete the placemat project at the same time as the children, sitting at the same level as children, to model the instructions.

1. The children will pick out one sheet of colored construction paper. **With older children, teachers could have them hand out materials. For example, one child could be responsible for handing out construction paper, another for the My Plate pieces, and another for the glue sticks.**
2. **Teachers will instruct children to cut out each piece from the MyPlate, and demonstrate cutting out the pieces for her own placemat.** Children will cut out each piece of the plate (fruits, grains, vegetables, protein, dairy, and fork).

*Cutting with scissors is difficult for children who have fine motor deficits. If children have difficulty cutting, the teacher should encourage the children that it is more important to try than to cut it out well. If the child cannot open and close the scissors, s/he can ask a classmate for help, or the teacher can help by guiding the child’s fingers to cut out the picture. Children should also be allowed to rip out the picture instead of cut, if using a scissors is too frustrating for the child.*

3. **Teachers will instruct children to glue each piece onto the placemat in the shape of MyPlate. Teachers will glue their own pieces at the same time to model how to do the activity.** Children will glue each piece onto the colored construction paper as guided by the teacher.
4. **Once all pieces are in place, the teacher will model coloring healthy foods on the placemat around the MyPlate pieces, and instruct children to do the same. Teachers will discuss their favorite healthy foods while coloring, to encourage healthy eating.** Children will then decorate their placemat with pictures of other healthy foods.
5. Children will write their names on the placemat. *If children need prompting, they should be given copies of their names to copy onto the placemat. Teachers may need to help grip a writing utensil if children have fine motor difficulties.*
6. Teachers will collect the placemats and have the option to laminate it to use as a placemat during mealtimes.
7. **Children should be directed to wash their hands if they were messy with the glue sticks.**

**Be sure to include specific praise during the activity to encourage children to behave and stay with the content of the activity. For example:**

I love how you are thinking of healthy foods you can eat.  
 You are doing such a good job sitting with your friends and coloring.  
 You are sharing your markers/crayons/scissors so well.

**CLASS Associations:**

Positive Climate  
 Behavior Management  
 Concept Development

Quality of Feedback  
 Instructional Learning Format  
 Productivity

**Language/Vocab:**

Dairy  
 Fruit

Protein  
 Grains

Vegetables

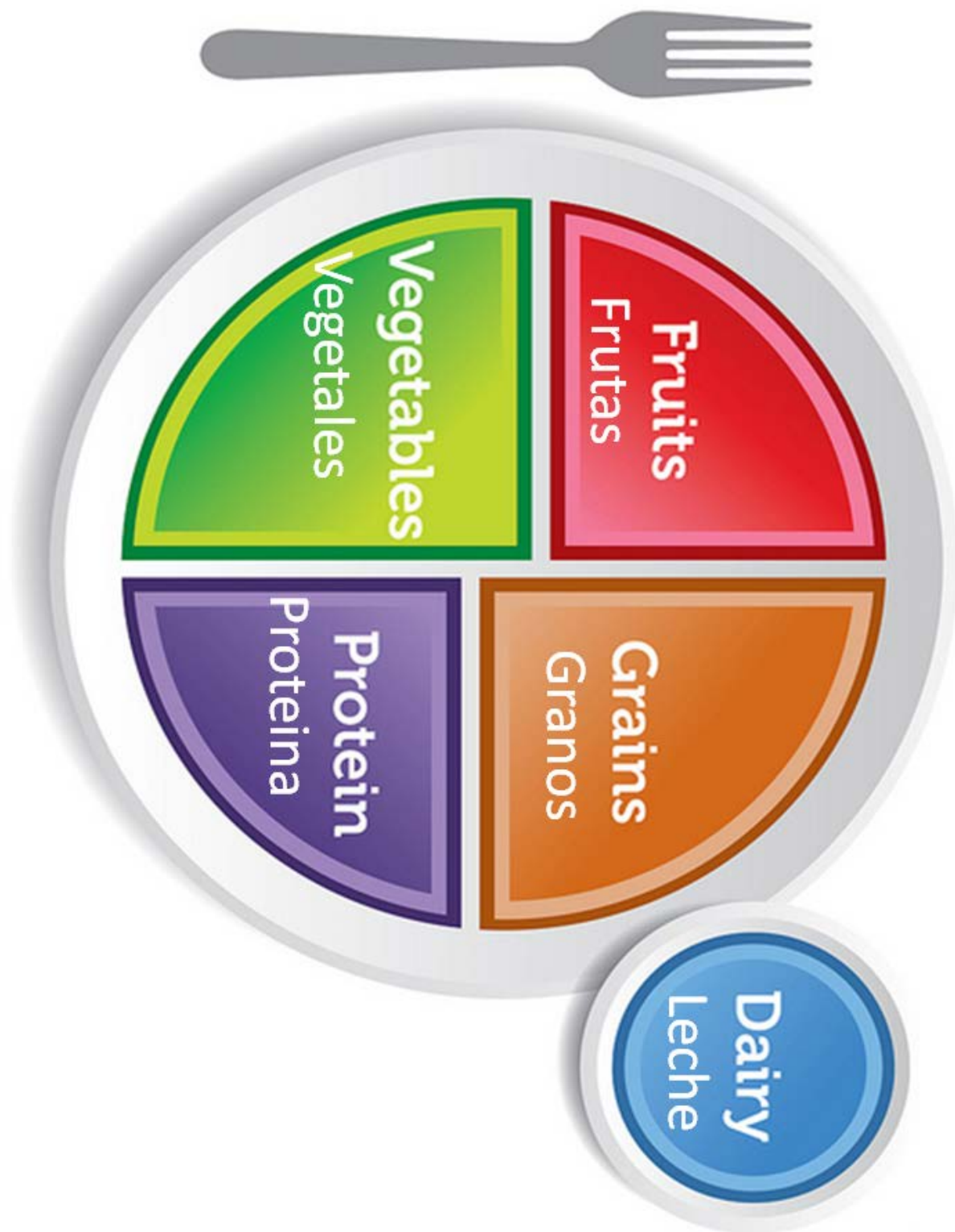
**CLASS Enrichment Questions:**

- Who remembers what foods we put in the grains spot on our plates?
- Who remembers what foods we put in the protein spot on our plates?
- Who remembers what foods we put in the fruits spot on our plates?
- What foods do we put in the vegetables spot on the plate?
- What foods do we put in the dairy spot on the placemat?
- What shapes are the placemat pieces?
- Which placemat piece is the biggest one?
- What did we eat for lunch (or snack or breakfast) that goes in the \_\_\_\_\_ (fruits, dairy, protein, vegetables, grains)?

Why do we have to eat all these different kinds of foods? (Because our bodies need a lot of different things to stay healthy, and not just the same thing all the time).

---

# MyPlate Pieces



**Activity Title:** PEA PLANT EXPERIMENT

**Level:** AGES 2-5

**Lesson Duration:** 15-20 MINUTES

**Lesson Objective:**

Children will plant their own pea plants and learn about the growth process.

**Lesson Preparation:**

Read the information provided. Practice the discussion topics and prepare all materials before beginning the activity to minimize distractions for the children.

**Materials:**

- ✓ Contact paper, cut into rectangular pieces
- ✓ Damp paper towels (1 for each child)
- ✓ Peas
- ✓ Water
- ✓ Painter's Tape
- ✓ A good sunny window
- ✓ Permanent marker
- ✓ Plastic cups or small pots
- ✓ Soil
- ✓ Small shovel or spoon
- ✓ Spray bottle with water
- ✓ Plastic tablecloth (optional)

**Instructions:**

Before beginning the activity, explain behavioral expectations, and introduce the activity. **“Healthy Howie has showed us all kinds of healthy foods to eat. Today we are going to plant our own healthy foods. We can grow our own plants to help us eat more healthy foods. Has anyone ever grown their own food from plants?”** (Let children briefly share about growing their own foods). **If teachers have had experience growing their own food, this would be a good opportunity to share about it.**

**During the activity, the teacher will complete her own project to model how to do each step for the children.**





**1. Hand out pieces of contact paper.** Children should be encouraged to try to remove the backing by themselves, but teachers might need to start it, by pulling on the corner until some of the sticky side is revealed. Instruct children to hold the paper by the sticky edges, but NOT put it sticky side down on the table. **Teachers will show them how to do this by holding up their own contact paper and placing it on the table with the sticky side facing up.** *If children have difficulty holding the contact paper due to sensory difficulties, they can put the paper towel on the paper from the beginning, just make sure that the edges remain sticky enough to close the pocket.*

**2. Hand out folded wet paper towels.** **To encourage self-help, teachers can put the folded paper towels on a plate all together, and encourage children to take one and pass the plate to the next child.** Instruct children to put the paper towel next to their contact paper, not on it yet.

**3. Demonstrate planting the peas on your own paper.** **“First, watch me. I pick up one pea at a time (pick a pea out of the bowl of pea seeds), and put it on the sticky side of the paper (put the pea on the contact paper, in the upper half, because you are going to fold the paper in half on top of the peas). Then I pick up two more seeds (pick up two more peas), and place them on the paper too. Then, I put the paper towel on top of the seeds. Then I fold the sticky paper over on top of the paper towel and seeds so the sides are closed.” (Seal the edges of the contact paper on the sides, NOT ON THE TOP (because the plants need air). Teachers will pass this finished product around the table so the children can look at it, so they will be able to compare theirs to the teacher’s example.**

**4. Pass out the peas.** **Tell the children to take three peas each, put them by the paper towel, and pass the bowl to the next child.** While the children are passing the bowl, teachers will praise them for passing calmly, praise them for taking three peas (“**Great job counting out your three peas!**”), engage them all in helping their friends count to three peas, sing a song about plants growing, etc.

**5. Have them place the peas on the contact paper.** **“Now, you are going to put the peas on the sticky paper, just like I showed you. Make sure they are far apart enough that they are not touching each other.”** Teachers will watch the children as they do this, and praise them for doing this well. For example, **“I love the way Mikayla is being so careful with her peas, or Sandra did such a nice job putting her peas far apart.”** *Children with fine motor deficits may have difficulty with this part of the activity. Teachers should encourage them to ask other children for help before offering their help.*

**6. Have children place the paper towel over the peas.** Make sure the paper towels are all in the middle of the top half of the contact paper, covering the peas for each child.

**7. Have the children fold the other half of the contact paper over the peas and paper towel.** *This may be difficult for many children, so teachers can decide based upon the abilities of their class whether the children can do this or whether this should be the end of the activity and children can be done, and go wash their hands.*

8. If the children did not seal the edges of the contact paper, teachers must do this for each child. Then write their names in permanent marker somewhere on the contact paper. Then, attach the contact paper to a sunny window and tape around the edges with painter's tape.

Note: Make sure to tape around the contact paper to seal in the moisture or else water may leak out.

#### **Later activities:**

Soon the peas will start to sprout. Teachers can use this opportunity to talk about the different parts of a plant and have children softly touch them. **First, teachers will model touching the seeds and sprouts gently, so that children will know how to touch them.** This could be incorporated into circle time in the morning. To get the children to get up and move a little, they could all walk over to their plants and check them. Teachers can ask them questions about what they observe. **“Whose plants have started to grow? Do you see any leaves? Do you see any sprouts? Any roots? Feel your plants gently through the plastic. What do they feel like?”**

#### **Planting Activity:**

When many of the seeds have sprouted, teachers can take them out of the contact paper, and plant them in soil. Each child will plant only one plant in soil because many of the seeds will likely not have sprouted. To prepare for the activity, the teacher should cut open some of the contact paper packets – enough that everyone would have one sprout to plant. Then teachers will invite 4-6 children over to the table at a time to plant their sprouts.

1. Introduce the idea that plants also need dirt to live: **“Who can remember what plants need to live?”** (sun, water, air) If the children bring up dirt on their own, teachers should ask whether their plants in the window have dirt. Discuss that now they need to give the plants dirt so that they can grow big enough to make new peas.
2. Teachers will hand out one cup or pot to each child, **or have children pick their own pots, to encourage self-help. Teachers will also have one for themselves to model the activity as they instruct the children.**
3. **Then children will take turns scooping dirt into their pots, after the teacher models scooping dirt into her own pot.**
4. **Teachers will next show children how to push a hole in the middle of the dirt and put one sprout into the dirt. Then teachers will show the children how to lightly push the dirt over the sprout, while using language to model their actions. “The root part of the plant should be under the dirt, and the stem and leaves should be coming out of the dirt.”**
5. Next, children will take turns spraying water on their plants.
6. **Children will be instructed to wash their hands and rejoin their previous activity.**
7. Teachers will write the names of children on the cups or pots, and invite the next group of children to the activity, repeating steps 1-6 until each child has planted a sprout.

#### **Optional activity:**

If your center has an outdoor dirt area available, some of the plants could be planted outside so that children could see the finished plant grow and produce vegetables. Teachers can use this opportunity to teach children about how to treat plants. **(Plants need to be watered often, and not touched much to avoid hurting the delicate stems, vines, and leaves.)**

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**CLASS Associations:**

Positive Climate  
Behavior Management  
Concept Development  
Language Modeling

Quality of Feedback  
Instructional Learning Format  
Productivity

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**Language/Vocab:**

Roots  
Plant  
Stem

Shoots  
Sun  
Sprout

Leaves  
Seed

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**CLASS Enrichment Questions:****During the first activity:**

What do plants need to grow? Water, sun, air, etc.

What else needs water to grow? Many other plants, people, animals

Where do plants get their water?

Where do plants get air to grow?

How will our plants get sun to grow?

Have you ever grown plants before? What plants have you grown?

What is a seed?

Where are the seeds in our activity?

What other seeds have you seen?

Have you ever eaten a seed? If the children cannot think of any, you can mention seeds you have eaten, and they will likely remember eating similar things.

**As the plants are growing:**

Whose plants have started to grow?

Do you see any leaves? Do you see any sprouts? Any roots?

Feel your plants gently through the plastic. What do they feel like?

(For plants that are not sprouting) Why do you think they are not growing?

Where are the roots? What do the roots do? Get water for the growing plant

Where are the sprouts? What do the sprouts do? Help the seed reach for the sun

Where is the seed part? What does the seed do? Provides energy for the growing plant

**During the planting activity:**

What do plants need to grow?

Why do plants need dirt to grow? Food for plants is in the dirt

What does the dirt feel like? Does it feel like the dirt outside on the playground?

Have you ever planted plants in the dirt before? Have children elaborate about their answers

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# Appendix

# Screen Time Policy

## Table of Contents

D.1	Limit Screen Time
D.2	Childcare Provider's Action Sheet- Limit Screen Time
D.3	How to Limit Screen Time in Child Care

# Limit Screen Time



## Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program

**Young children who spend a lot of time watching TV or playing video and computer games are less likely to be physically active in later childhood.** They are also likely to eat foods that are less healthy, such as soft drinks and fried foods as well as more snacks, and may be more likely to become overweight. In many child care settings, children spend 1 to 3 hours watching TV each day. You can make a difference by limiting or eliminating screen time and providing children with other fun activities.



### How much total screen time\* should children be allowed every day, both at child care and at home?

- ▶ **No screen time (TV/video/DVD)** for children under the age of 2.
- ▶ **No more than 1 to 2 hours per day** of high-quality programming for children over the age of 2.

\* **Screen time includes TV and DVD viewing, video games, recreational computer use, internet surfing, and other electronic devices.**

### How much screen time should children be allowed while in child care?

Since many children get too much screen time at home, it's important that they are not exposed to very much screen time while in your care.

Children under the age of 2	No screen time, including TV/video/DVD viewing or computer use.
Children over 2 years old	Only 30 minutes total of screen time per week.
	No more than 15-minute increments of computer use.
All Ages	No screen time during meals or snack time.

#### Special Notes:

- Parents and families should be informed if screen media are used in child care programs.
- Screen time should only be for educational or physical activity programs.
- All screen time should have no commercials or advertising.



## Why do we need to limit screen time use?

Limiting screen time can help children maintain a healthy weight as they grow. Screen time can take away from activities that help brain development, imagination, and social skills, such as talking, playing, singing, and reading.

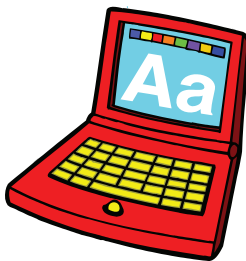
### ► It is important to limit TV and DVD time because:

- Having the TV on can disturb children's sleep and play, even if it is on in the background.
- TV and some DVDs include advertisements for unhealthy foods. Young children cannot tell the difference between programs and advertisements.

### ► It is important to limit video game\* playing because:

- The more time children spend playing video games, the more likely they are to have difficult concentrating in school.
- Many video games contain violence.
- We know from research that, at least for boys, the more time they spend playing video games and watching TV, the less active they are.
- Even video games requiring children to be active while playing the game (called exergames) should be limited. Children might not reach a high level of physical activity when playing these games.

\* Video games include those played using a video game console and a TV, a hand-held device such as a cell phone, or a computer.



### ► It is important to limit recreational computer use, even for educational games, because:

- Many Web sites promote less healthy foods.
- Many Web sites include on-screen computer or video games.
- Computer games can impair children's sleep at night, possibly causing them to spend less time in deep sleep. Sleep is important for children's health and development.

**TIP:** Limit screen time by removing the TV or other equipment from the areas where children spend time, or keep it out of sight by covering it with a cloth. This keeps children from expecting screen time and helps them focus on developing relationships and social skills while they learn.

## ----- Activities -----

### How can I put this information into practice in my child care program?

Replace screen time with creative activities children can do on their own while you are accomplishing other tasks.

#### Which of these fun ideas will you try next week? Mark your choices.

- Play music:** Have children make up their own dances. Add wide ribbons and beach balls for more movement.
- Provide toys for children to stack:** Nesting cups or building blocks can be fun for young children.
- Organize puzzle time:** Have easy puzzles children can do alone or in pairs.
- Draw, color, create a sculpture, or use play dough:** Choose a topic of the day and have children draw or create the first thing that comes to mind when they hear the topic. Do easy craft projects, such as coloring or making greeting cards for upcoming holidays or birthdays.
- Provide a sack of special activities:** Put together a bag or box containing activities that children don't normally do. This will keep the children busy during times you need to do other tasks.
- Other ideas:** \_\_\_\_\_

Practice good role modeling. Participate in activities with them. Limit cell phone and computer use when children are busy with other activities.

#### Which of these creative activity ideas will you try with children next week? Mark your choices.

- Conduct a "pretend play" activity:** Cut out shapes in a variety of colors. Have children make a pretend place that each shape represents. Travel from place to place by putting the shapes in various spots both indoors and outdoors.
- Read:** Read books and point to pictures. Have children make up their own stories. Children can take imaginary journeys to different places, such as the jungle, ocean, or moon.
- Encourage extra outdoor play:** Set up a safe obstacle course for children to balance, climb, jump, and hop. Visit <http://www.headstartbodystart.org> for additional ideas for outdoor play and active play using pool noodles, beach balls, and hula hoops.
- Act out stories or skits:** Hand out a variety of costume pieces and have children dress up.
- Involve children in part of the meal and snack preparation,** as well as clean-up time.
- Encourage children to be active:** Do not allow hand-held video games during active play times.
- See the Active Play tip sheets** on pages 63 and 67 for more ideas.
- Other ideas:** \_\_\_\_\_



# Child Care Provider's Action Sheet

## Limiting Screen Time

### Introduction



This action sheet provides helpful tips you can take as a child care provider to reduce or eliminate the amount of time children in your care spend in front of a screen (such as a television, computer, or mobile device). Facts on why reducing screen time can help prevent obesity in young children are included, and you can share them with the families of the children for whom you care.

If you are a family child care provider, you may face special challenges in reducing screen time while working with a group of children and strategies are given to help develop daily practices to overcome some of these challenges. You will be instilling healthy behaviors that will influence children's healthy choices for a lifetime.

### Did You Know?

- The amount and quality of screen time that children in early care and education are exposed to (and the viewing habits that caregivers/teachers model) can help to decrease childhood obesity (1).
- A recent study found that preschool-aged children who regularly have dinner with their families, get adequate nighttime sleep, and have limited screen time had an ~40% lower prevalence of obesity than those exposed to none of the routines (2).
- 40% of 3-month-old infants are regular viewers of screen media at home (3), and 19% of babies have a TV in their bedroom (4). Therefore, it is recommended that children under the age of two not be exposed to screen time while in out-of-home care (1, 5).
- Children in your care could be at risk of becoming overweight or obese, leading to lifelong health problems, such as heart disease, diabetes, asthma, sleep apnea, discrimination based on weight, low self esteem, and adult obesity (6).

### What Can You Do?

- Serve as a role model for children by not watching TV while children are in your care. Consider eliminating TVs in rooms where children are present.
- Establish written policy and procedures prohibiting screen time for children under the age of two years. For children two years and older, seek to reduce screen time, aiming for the goal of no more than 30 minutes of educational screen time per week.
- Develop daily program schedules that emphasize physical activity throughout the day, both structured and unstructured, including safe spaces for playing, rolling, and other large muscle activity.
- Utilize outdoor play every day to support physical activity that is age-appropriate and includes a range of intensity. This can include gardens as well as playgrounds where there is ample space for running and playing games.
- Provide a program rich with reading, talking, singing, creative play and much interaction among children and adults. Daily and weekly program schedules which provide many hands-on experiences such as cooking, woodworking, gardening and dramatic play make enriching developmental experiences for children.
- Encouraging news from providers indicates that screen time can be successfully limited or eliminated, even in family child care homes, by carefully planning alternate activities to use throughout the day and during transition times. Children seem to prefer to be active and engaged in non-screen time activities.



# Child Care Provider's Action Sheet

## Limiting Screen Time

### Real Solutions for Real Challenges



- Let children participate fully in age- and developmentally-appropriate household routines such as helping with lunch preparation, setting the table, and cleaning up.
- Incorporate music, books, singing, and dancing in routines throughout the day.
- Reading can be interactive, with each child selecting a book and describing what they see in the pictures or reading aloud.
- Encourage children to role play their favorite characters from a book. Have them draw a scene about their favorite characters during art time.
- During transition times, have the children exercise or play games, such as hot potato.
- When children arrive, have an area set up with different age-appropriate games and learning toys- let each child pick one. Make an art supply cart available for older children.

### How Can You Partner with Your Children's Families?



- Share information about the increase in childhood obesity, the impact of screen time on children's health, and the importance of reducing screen time at home and at the child care program.
- Encourage parents to share activities they use at home to reduce screen time and incorporate some of them in the child care program.
- Likewise, share successful ideas that you use and encourage them to try at home! Provide tip sheets that describe alternative activities that can be used at home (e.g., reading, playing board games, pretend play, helping to prepare meals, and safe outdoor and indoor play).
- Ask for family support in:
  - ◆ Reducing screen time and assuring their children are exposed to age appropriate, quality media at home; and
  - ◆ Modeling limited screen time at home.
- Ask parents/guardians with backgrounds in health/nutrition if they would help you identify ways to promote alternative activities to watching TV or playing on the computer in your program.

### Resources

Connecticut State Department of Education. *Action guide for child care nutrition and physical activity policies: Best practices for creating a healthy child care environment.*  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CCAG\\_ActionGuide.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CCAG_ActionGuide.pdf).

Let's Move! Child Care. <http://healthykidshealthyfuture.org/welcome.html>.

National Resource Center for Health and Safety in Child Care and Early Education. *Motion moments videos.*  
[http://nrckids.org/Motion\\_Moments/index.htm](http://nrckids.org/Motion_Moments/index.htm).

The Nemours Foundation. *Best practices for physical activity: A guide to help children grow up healthy.*  
<http://www.nemours.org/content/dam/nemours/www/filebox/service/>

### References

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*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

## **TECHNICAL ASSISTANCE MANUAL FOR SCREEN-TIME REDUCTION IN CHILD CARE**

*This technical assistance manual lists the best practice recommendation for each question on the self-assessment. It contains the rationale behind each recommendation, challenges to implementing recommendations, and tips for changing current practice.*

## **SCREEN-TIME REDUCTION IN CHILD CARE**

Screen time is any time spent watching TV, videotapes, or DVDs; playing video or computer games; and surfing the internet. Screen time can be an excellent source of education and entertainment for kids, but too much screen time can have unhealthy side effects. As a child care provider it's important to limit all types of screen time in your facility. Your commitment to limiting screen time is one more way to show parents how dedicated you are to the health and well-being of their children. Involve staff and parents in the process of developing a plan for limiting screen time in your facility for greater success.

## SET SCREEN TIME LIMITS IN CHILD CARE

**Best Practice:** Allow preschool children 30 minutes per week or less for total screen time at child care.

**Best Practice:** Toddlers and infants are never allowed to watch television/videos.

**Rationale:** It is important for infants and toddlers to have positive interactions with people. Sitting in front of a screen may take time away from social interaction with parents/guardians and caregivers/teachers.

Children two and older may watch television or use electronic devices before and after attending child care. The AAP recommends that children two and older be limited to no more than two hours of screen time daily. By limiting screen time in child care, providers can help meet this goal. Experts recommend limiting screen time for many reasons, including the reduction of inactive time and promoting healthy weight in children.

Challenges for implementing these policies and practices:	Tips for changing current practice:
Screen time has become customary at the facility.	Encourage staff to develop other alternatives that can provide an educational distraction for the children during transition times, such as music for dancing or the use of special toys.
Staff may be unaware of media use.	Create a schedule that allows children to only watch television one day a week and only for educational purposes such as a specific lesson.
Parents are comfortable with and encourage the use of technology in the facility.	Include parents in limiting screen time and reinforcing screen-time limits in child care. Suggest that parents designate certain days of the week as “screen-free” days at home. Encourage parents to take televisions out of children’s rooms.
Children enjoy watching television.	Children enjoy lots of different activities other than television. Plan a special activity to take the place of screen time.

# THE CHILD CARE ENVIRONMENT

**Best Practice:** Televisions are stored outside of classrooms, except for occasional use.

**Best Practice:** Children never view television/DVD during meals or snack time.

**Best Practice:** Television/video viewing is never used as a reward.

**Rationale:** The child care environment can influence behaviors related to the use of screen time. It is important to tailor children's environments to help encourage healthy lifestyles. By avoiding screen time during meals and snacks, you can encourage children to interact with their peers. Children will then have the opportunity to learn valuable social skills and table manners. Finally, it is more effective to deliver consequences when a child misbehaves than to offer rewards.

Challenges for implementing these policies and practices:	Tips for changing current practice:
The facility has multiple televisions.	<ul style="list-style-type: none"> <li>• Cut down on the number of televisions</li> <li>• Designate one area or classroom for TV/video viewing.</li> </ul>
We want to reward children for good behavior.	<p>Look for opportunities to provide "normal consequences" whenever possible. "Normal consequences" are temporary limitations a provider sets that connect with the problem behavior that just occurred.</p> <p>For example:  <i>"You threw that block so you may no longer play in the block area today."</i></p>

## MAKE IT “QUALITY” PROGRAMMING

**Best Practice:** Programs should ensure that television/DVD viewing for preschool children always includes only commercial-free, age-appropriate, educational programming that is integrated with the curriculum, or provide no TV/DVD viewing.

**Best Practice:** During screen time activities with preschool children, providers always supervise and watch with the children.

**Best Practice:** Among preschool children, computers are available only during a set time of day, and each child is limited to 15 minutes per day.

**Rationale:** Children can enjoy screen time. Caregivers and families should be sure screen time is used in thoughtful and developmentally-appropriate ways. Adults should pay careful attention to the suitability and the quality of the content.

Challenges for implementing these policies and practices:	Tips for changing current practice:
How do I know whether the media I select is appropriate?	Choose educational videos, games and software that are developmentally-appropriate.
It is not easy to keep an eye on the clock and monitor content while children are on the computer.	Use a timer to help children remember when it is time to stop.

# OPPORTUNITIES FOR STAFF TRAINING

**Best Practice:** Providers are offered training opportunities on screen-time reduction and/or media literacy two or more times per year.

**Rationale:** Well-trained staff are essential. Education and training have a greater impact on program quality than any other effort for improvement.

<b>Challenges for implementing these policies and practices:</b>	<b>Tips for changing current practice:</b>
The facility lacks the resources to conduct training.	There are many community agencies that can help provide training to staff, such as Cooperative Extension Services. Other options include self-paced online training and webinars.
Staff must complete so many required trainings per year. Training on a topic like screen-time reduction may be a low priority.	Provide staff with individual training plans that include healthy lifestyles. Be sure to include physical activity and screen-time and/or media literacy. Schedule training on a variety of topics each year.

# OPPORTUNITIES FOR PARENT AND FAMILY EDUCATION

**Best Practice:** Parents of preschool children are offered screen-time reduction and/or media literacy education (e.g., special programs, newsletters, or information sheets) two or more times per year.

**Rationale:** Parents are important role models to their children, and can play a big role in helping to develop healthy behaviors. Well-informed parents can reinforce healthy behaviors that are practiced at school.

<b>Challenges for implementing these policies and practices:</b>	<b>Tips for changing current practice:</b>
Parents are busy and don't have time to attend meetings.	Send children home with education materials, such as the NAP SACC parent handouts.
We address multiple topics in a limited time frame at parent meetings. Screen time and inactive time are often overlooked.	Integrate healthy lifestyles into parent meetings by: <ul style="list-style-type: none"> <li>• Discussing participation in NAP SACC</li> <li>• Announcing other efforts to promote healthy lifestyles and healthy weight</li> </ul>
The child care facility lacks a qualified person to provide education to parents.	Tap into community resources to help provide education to parents.



## **ESTABLISH A SCREEN-TIME REDUCTION POLICY AND REQUIRE ALL STAFF TO BE AWARE OF AND FOLLOW THE POLICY**

**Best Practice:** At our child care facility, a written policy on screen time that includes provider behaviors, education, and screen time use is written, available, followed, and always shared with families.

**Rationale:** A POLICY is a written commitment to align with standards of quality for health, safety and school success. Policies should limit screen time in thoughtful ways and ways that are appropriate at each stage of development. Child care providers should share all policies with families.

<b>Challenges for implementing these policies and practices:</b>	<b>Tips for changing current practice:</b>
Lack of familiarity with writing plans/policies.	Use in-service time to discuss best practices. Develop a written plan as a team.
There is so much information going out to families already. They may get overwhelmed.	Centers may choose to include these policies in a parent handbook. Using the handbook format assures all information the center considers important for parents to know is contained in one place for easy access.

**For more information on reducing screen time, visit...**

Michigan Nutrition, Physical Activity and Obesity Prevention Child Care Resources  
[http://www.michigan.gov/documents/mdch/ChildCare\\_403177\\_7.pdf](http://www.michigan.gov/documents/mdch/ChildCare_403177_7.pdf)

Let's Move Child Care

<http://healthykidshealthyfuture.org/content/hkhf/home/activities/screentimes.html>

**Screen-Time Reduction References**

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# Appendix

## E. Nutrition Education & Physical Activity

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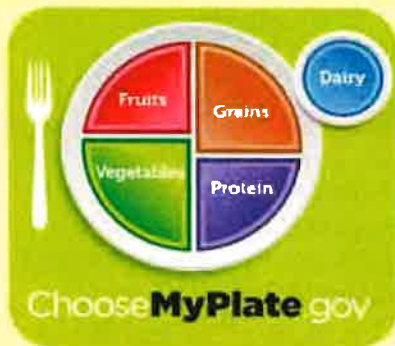
E.1	Choose MyPlate Lesson Plans
E.2	It's Fun to Eat Fruits and Veggies!
E.3	More Nutrition Activities
A.4	Lesson Plan Edits: Intentional Planning for PA
A.5	Lesson Plan Edits (Blank Copy)
E.6	Preventing Childhood Obesity in Early Care and Education Programs
E.7	Exploring Food Together Teacher Guide
E5.1	Making Dairy Count for Kids
E5.2	Why Choose Fat-Free Milk & Reduced-fat yogurt and cheese?
E5.3	MyPlate Snack Tips for Parents
E5.4	Snack Parent Letter
E5.5	Fruits and Vegetables Parent Letter
E5.6	A Plant Based Diet is Good For You
E5.7	Physical Activity Parent Letter
E5.8	Be An Active Family Tip Sheet
E5.9	Encourage your Family to be Active!
E5.10	A Healthy Celebration!
E5.11	Be a Healthy Role Model for Children

E.1

concept

Introduce children to MyPlate and the health benefits of eating a variety of foods and being active every day.

# Choose MyPlate

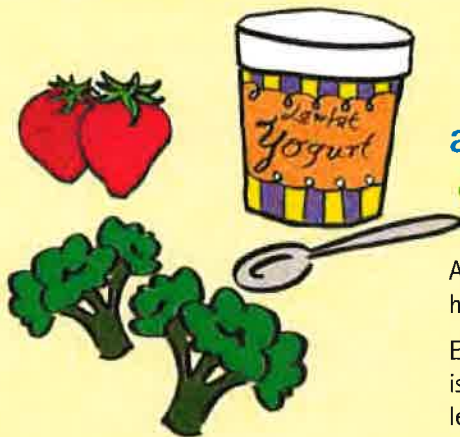


goals

1. Children are made aware of five food groups (dairy, protein, vegetables, fruits, and grains) of MyPlate.
2. Children are made aware of different foods from each food group.
3. Children are informed that eating different foods from each food group will help them grow, think, and have energy to play.

objectives

1. Children repeat the names of MyPlate food groups and learn how to recognize different foods from each group.
2. Children learn that eating a variety of food from each food group provides energy to grow and be active.



activities

- 1 Begin the discussion by saying, "Did you know there are five food groups?"

Allow the children to respond. Then say, "What about MyPlate? Have you ever heard of it?"

Encourage the children to respond. Point to the MyPlate poster, and say, "This is MyPlate; it is made up of the five food groups and shaped like a plate. Let's learn the food groups together."

Point to each food group, starting with the grains group and discuss it. For example, say, "Look at the orange section of the plate; this is the grains group. Can you say, 'grain'? Do you know what foods you would find in this group?"

Prompt the children to name foods such as bread, crackers, cereal, pasta, etc. Continue the discussion with the vegetables, fruits, dairy, and protein groups.

Say, "Eating different foods from each food group will help you grow and think and give you energy to play!"

## MATERIALS NEEDED

- MyPlate poster
- *The Two Bite Club* by the Food and Nutrition Service (U.S. Department of Agriculture)
- Pictures of food from the five food groups (use pictures from magazines, the internet, or other lessons)
- Non-toxic glue sticks
- Construction paper: orange, green, red, yellow, blue, and purple
- Tape

E.1

**2** Read the book *The Two Bite Club* by the Food and Nutrition Service (U.S. Department of Agriculture). Read the book with great animation to keep the children's attention.

After reading the book, ask the children if they remember what foods Anna and Will tried for their snack. Allow children to respond. For each food mentioned, ask the children what food group it belongs to and point to that group on the poster.

For example, if the child says apple, you can say, "What food group does an apple belong to?"

Encourage the children to answer. Point to the red section of the plate and say, "That's right, the fruits group."

**3** Prior to this activity, find pictures of food from magazines or the internet to correspond with each of the five food groups. Paste the pictures onto construction paper that corresponds to each food group color. For example, paste a picture of a slice or loaf of bread on orange construction paper. Show the children the pictures and say, "This is a picture of bread. Do you remember what food group bread belongs to?"

Allow time for children to answer and provide lots of praise and encouragement!

**4** Play the game *MyPlate Race*. Organize the children into five groups: grains, vegetables, fruits, dairy, and protein. Give each child a picture of a food that has been pasted onto construction paper (food card) with the corresponding food group color. You can use the pictures from the previous activity.

Use five pieces of colored construction paper to represent the five food groups: orange, green, red, blue, and purple. Tape each piece of paper to a wall or place them on the floor or ground as food group "bases." Provide ample space between the five base colors (so that children don't run into each other!).

Have the children stand at an appropriate distance from the five bases which will be their starting line so that each group is standing directly in front of their base color. After counting to five, have the children run, hop, skip, or jump to the different bases.

Have the children tag the base color matching the food card they are holding and run back to the starting line.

This can be done several times. Have children change food cards (and colors) and try again.

This activity can be done indoors or outdoors.

E.1



## concept

Introduce children to MyPlate and the health benefits of eating a variety of foods and being active every day.



# Choose MyPlate

## goals

1. Children are made aware of five food groups (dairy, protein, vegetables, fruits, and grains) of MyPlate.
2. Children are made aware of different foods from each food group.
3. Children are informed that eating different foods from each food group will help them grow, think, and have energy to play.

## objectives

1. Children identify the names of MyPlate food groups and indicate different foods from each group.
2. Children discuss how eating different foods from each food group will help them grow, think, and have energy to play.

## activities

**1** Begin the discussion by saying, "Did you know there are five food groups?" Allow the children to respond. Then say, "What about MyPlate? Have you ever heard of it?"

Encourage the children to respond. Point to the MyPlate poster, and say, "This is MyPlate; it is made up of the five food groups and shaped like a plate. Let's learn the food groups together."

Point to each food group, starting with the grains group and discuss it. For example, say, "Look at the orange section of the plate; this is the grains group. Can you say, 'grain'? Do you know what foods you would find in this group?"

Prompt the children to name foods such as bread, crackers, cereal, pasta, etc. Continue the discussion with the vegetables, fruits, dairy, and protein groups.

Say, "Eating different foods from each food group will help you grow and think and give you energy to play!"

### MATERIALS NEEDED

- MyPlate poster
- *The Two Bite Club* by the Food and Nutrition Service (U.S. Department of Agriculture)
- Pictures of food from the five food groups (use pictures from magazines, the internet, or other lessons)
- Construction paper: orange, green, red, yellow, blue, and purple
- Non-toxic glue sticks
- Tape



## Choose MyPlate

E.1

**2** Read the book *The Two Bite Club* by the Food and Nutrition Service (U.S. Department of Agriculture).

Read the book with great animation to keep the children's attention. After reading the book, ask the children if they remember what foods Anna and Will tried for their snack. Allow children time to respond. For each food mentioned, ask the children what food group it belongs to and point to that group on the poster. For example, if the child says apple, you can say, "What food group does an apple belong to?"

Encourage the children to answer. Point to the red section of the plate and say, "That's right, the fruits group."

**3** Set up five "picture stations." Each station should have colored construction paper and pictures of food from one of the five food groups. For example, one station would have orange construction paper and pictures of cereal, bread, rice, etc. You may want to cut the paper in quarters or halves depending on the size of the pictures. Using glue sticks, have the children paste the food pictures on the construction paper to make food cards.

**4** Afterwards, have the children sit in a circle or group on the floor with their food cards. Allow each child to stand up with their food card and show the group. Help the children identify the food item and what food group it belongs to. For example, a child holds up a picture of a slice or loaf of bread (pasted on orange construction paper) and say, "What food is shown in this picture? Yes, bread—that's right! What food group does bread belong to? Yes, the grains group—that's correct!"

Allow time for children to answer and provide lots of praise and encouragement!

**5** Play the game MyPlate Race. Organize the children into five groups: grains, vegetables, fruits, dairy, and protein. Give each child a picture of a food that has been pasted onto construction paper—a food card—with the corresponding food group color. You can use the pictures from the previous activities.

Use five pieces of colored construction paper to represent the five food groups: orange, green, red, blue, and purple. Tape each piece of paper to a wall or place them on the floor or ground as food group "bases." Provide ample space between the five base colors (so that children don't run into each other!).

Have the children stand at an appropriate distance from the five bases which will be their starting line so that each group is standing directly in front of their base color. After counting to five, have the children run, hop, skip, or jump to the different bases.

Have the children tag the base color matching the food card they are holding and run back to the starting line.

This can be done several times. Have children change food cards (and colors) and try again.

This activity can be done indoors or outdoors.

## additional activities for either age group

### MyPlate Hat Activity

#### MATERIALS NEEDED

- MyPlate Hat template (included)
- Construction paper
- Non-toxic glue sticks

Using the hat pattern provided in this lesson plan, cut out shapes from construction paper for each child.

- Have children tear or cut out food pictures.
- Using glue sticks, help children glue food pictures to the hat.
- You may wish to make one hat (or crown) and have a different child be the "MyPlate King or Queen" for the day. While wearing the hat, the child can tell the class about their favorite food from each food group.

### MyPlate Pineapple Pizza Snack Activity

#### MATERIALS NEEDED

- English muffins (1/2 a muffin for each child)
- Pineapple (fresh or canned, drained and cut into chunks)
- Tomato sauce
- Mozzarella cheese (shredded)
- Paper plates (1 for each child)
- Serving utensils

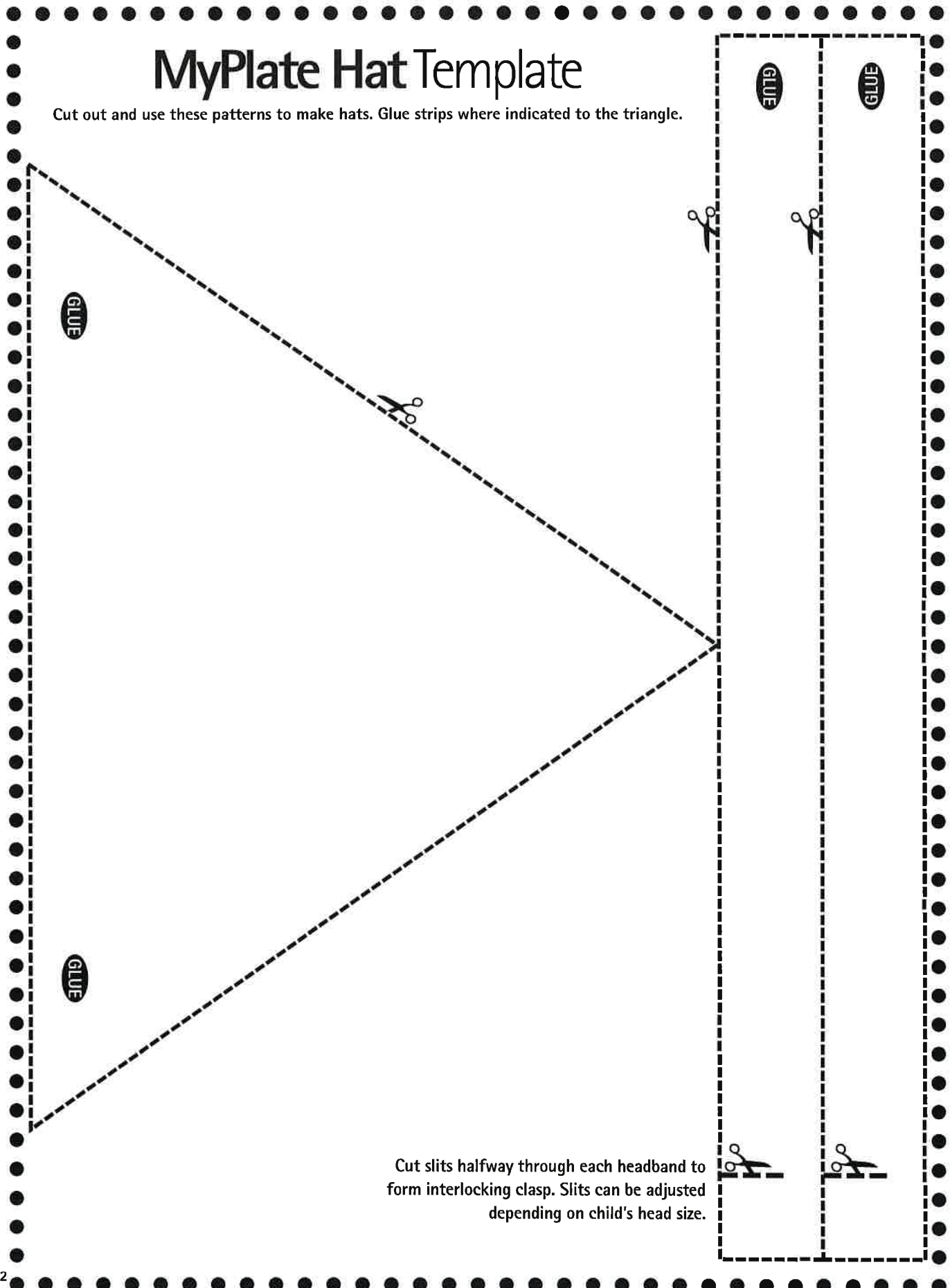
Prepare MyPlate Pineapple Pizzas as a snack. Involve the children in making their own personal size pizzas for a snack using foods from several food groups included in MyPlate.

- Instruct the children to wash their hands in preparation for their snack. Then have them sit in groups at various tables.
- Provide each child with a paper plate and 1/2 an English muffin.
- On each table, place one bowl of tomato sauce, one bowl of pineapple chunks, and one bowl of shredded mozzarella cheese. Be sure to include serving utensils with each bowl.
- Assist children in assembling their pizzas by first spreading tomato sauce on their English muffin, then topping it with pineapple and sprinkling cheese on top.
- Talk to the children about the four food groups represented in the snack (English muffins from the grains group, tomato sauce from the vegetables group, pineapple from the fruits group, and cheese from the dairy group).



# MyPlate Hat Template

Cut out and use these patterns to make hats. Glue strips where indicated to the triangle.



Cut slits halfway through each headband to form interlocking clasp. Slits can be adjusted depending on child's head size.



# Choose MyPlate

## references and resources

1. U.S. Department of Agriculture. Choosemyplate.gov. Website: [www.choosemyplate.gov](http://www.choosemyplate.gov)
2. Team Nutrition—USDA Food and Nutrition Service. Website: [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)
3. U.S. Department of Agriculture Food and Nutrition Service. *The Two Bite Club*. Website: [www.fns.usda.gov/tn/Resources/2biteclub.html](http://www.fns.usda.gov/tn/Resources/2biteclub.html)
4. *The Florida Child Care Food Program Cookbook*—Cereal Snack Mix recipe. The Florida Department of Health, Child Care Food Program, 2007. Website: [www.doh.state.fl.us/ccfp/Nutrition/Children/cookbook.htm](http://www.doh.state.fl.us/ccfp/Nutrition/Children/cookbook.htm)
5. Florida Department of Education: Office of Early Learning, 2008 Voluntary Prekindergarten Education Standards. Website: [www.fldoe.org/earlyLearning/pdf/FINALVPKEducationStandards.pdf](http://www.fldoe.org/earlyLearning/pdf/FINALVPKEducationStandards.pdf)
6. U.S. Department of Agriculture Food and Nutrition Service's Core Nutrition Messages. Website: [www.fns.usda.gov/fns/corenutritionmessages/default.htm](http://www.fns.usda.gov/fns/corenutritionmessages/default.htm)

### Reference:

Florida Department of Health. Lesson 1: Choose MyPlate. *A dozen ways to be healthy* (pp. 7-18). Retrieved from [http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/\\_documents/lesson-plans/lesson1.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/_documents/lesson-plans/lesson1.pdf)

E.2

## concept

Promote the importance of and encourage eating a variety of fruits and vegetables every day.

# It's Fun to Eat Fruits and Veggies!



## goals

1. Children will become familiar with a variety of fruits and vegetables.
2. Children will be made aware of where to find fruits and vegetables (grocery store, fruit and vegetable stand, farmers' market, and gardens).
3. Children will be made aware of the importance of eating fruits and vegetables each day.

## objectives

1. Children state different locations where produce can be purchased.
2. Children recognize the two sections of MyPlate which represent fruits and vegetables.
3. Children recall the importance of eating fruits and vegetables.

## MATERIALS NEEDED

- MyPlate poster (see *MyPlate* lesson plan)
- *A Visit to the Market* by Peggy Sissel-Phelan, Ed.D.
- Fruit and vegetable pictures (included)
- Index cards
- Non-toxic school glue or glue sticks
- *Give Me 5 A Day!* music CD (see references)
- Shoebox with lid
- Green construction paper or spray paint
- One pair of adult scissors
- Craft sticks (5 per child)

## activities

- 1 Have the children sit in a circle on the floor. Say, "Today we will be learning about fruits and vegetables."

Point to the green section of the MyPlate poster and say, "Do you remember learning about the vegetables group of MyPlate?"

Allow the children to answer then ask, "What are some foods that you would find in this group?"

Encourage the children as they give examples of vegetables. Point to the red section of MyPlate and say, "Do you remember learning about the fruits group of MyPlate?"

Give the children a chance to answer. Continue by saying, "Can you name some fruits that would be included in this group?"

Allow the children time to answer then say, "Very good!"

# It's Fun to Eat Fruits and Veggies!

**2** Ask, "Where do you get fruits and vegetables from?" Does your mom or dad (or aunt or grandma) buy them at the grocery store?"

Give each child a chance to answer. Continue by saying, "There are a lot of places to get healthy fruits and vegetables. Have you ever picked an orange off a tree or picked strawberries off vines on the ground?"

After giving each child a chance to answer, say, "There are a lot of places to get fruits and vegetables. We can buy them at the grocery store, at a fruit or vegetable stand (also called a produce stand), at a farmers' market, or we can pick them from a garden. Has anybody ever gone to a farmers' market?"

**3** Read the book *A Visit to the Market*. Say, "Fruits and vegetables are full of important vitamins and minerals and give us energy to help us grow strong. They also keep you healthy so you can play games. Let's play a game about fruits and vegetables called the Garden Game!"

## 4 How to play the Garden Game

**A. Make copies of the fruit and vegetable pictures (included) and glue them onto index cards.** Have all of the children sit in a circle. Give each child a card with a picture of a fruit or a vegetable along with the name of the fruit or vegetable written below the picture. When each child has a card, say, "Everybody look at the fruit or vegetable on the card I gave you. Does everybody know what fruit or vegetable you have? Raise your hand if you need help."

Go over each card to ensure every child understands the name of the fruit or vegetable that was handed to them.

**B. After all the children know what they have, explain the game by saying, "I'm going to say the name of two fruits and vegetables. When I say the name of the fruit or vegetable on your card, then you will trade places where you are sitting as quickly as you can! Let's practice. Are you ready?"**

Start the game by saying, "Apple and zucchini trade places."

Practice again by saying "Banana and strawberry trade places."

Give lots of praise and encouragement and assistance as needed!

**C. After the children understand how the game is played, have fun playing and trading places!** Repeat as many times as the children are interested and time allows. After all the children have had a chance to trade "fruit and vegetable" places, say, "Let's make a tossed salad! Everybody stand up and move around to toss the salad!"

**SPECIAL NOTE:** While playing the Garden Game, consider playing the CD *Give Me 5 A Day!* on low in the background. Music can motivate and stimulate the senses and add enjoyment to any game.

**5** Make a shoebox garden. Provide each child with a shoebox garden plot. Cover shoeboxes with green construction paper (or spray paint green). Pre-cut five small slits in each shoebox lid—just big enough for a craft stick to fit. Then make copies of the fruit and vegetable pictures (included) and glue them onto the top portion of the craft sticks. Place the craft sticks with the glued pictures of fruits and vegetables on the center of a table(s). Say, "Each of you may pick five fruits and vegetables for your garden."

It is good to have multiple pictures of the same fruit or vegetable in case children want to pick the same picture. Show children how to push the fruit and vegetable craft sticks through the slits in their shoebox. Instruct the children to look for these different fruits and vegetables the next time they are at the grocery store or farmers' market.

**6** Say, "Let's play the *Give Me 5 A Day!* CD! This time let's move our bodies the way the singer tells us to."

All the children should stand in an open area with you and follow the instructions on how to dance to each song. You can choose to play only one song or the entire CD. Allow the children to dance freely as a form of expression.

**Remember to make copies of the parent letter with the take-home activity sheet printed on the reverse side to send home with each child. The community fact sheet is also included for you to copy and display at your center or distribute as appropriate.**

## concept

Promote the importance of and encourage eating a variety of fruits and vegetables every day.

# It's Fun to Eat Fruits and Veggies!



## goals

1. Children will become familiar with a variety of fruits and vegetables.
2. Children will be made aware of where to find fruits and vegetables (grocery store, fruit and vegetable stand, farmers' market, and gardens).
3. Children will be made aware of the importance of eating fruits and vegetables each day.

## objectives

1. Children discuss different locations where produce can be purchased.
2. Children identify two sections of MyPlate which represent fruits and vegetables.
3. Children explain the importance of eating fruits and vegetables.

## activities

- 1 Have the children sit in a circle on the floor. Say, "Today we will be learning about fruits and vegetables."

Point to the green section of the MyPlate poster and say, "Do you remember learning about the vegetables group of MyPlate?"

Allow the children time to answer then ask, "What are some foods that you would find in this group?"

Encourage the children as they give examples of vegetables. Point to the red section of MyPlate and say, "Do you remember learning about the fruits group of MyPlate?"

Give the children a chance to answer. Continue by saying, "Can you name some fruits that would be included in this group?"

Allow the children to answer then say, "Very good!"

## MATERIALS NEEDED

- MyPlate poster (see *MyPlate* lesson plan)
- *A Visit to the Market* by Peggy Sissel-Phelan, Ed.D.
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- *Give Me 5 A Day!* music CD (see references)
- Shoebox with lid
- Green construction paper or spray paint
- One pair of adult scissors
- Craft sticks (5 per child)

# It's Fun to Eat Fruits and Veggies!

**2** Ask, "Where do you get fruits and vegetables from? Does your mom or dad (or aunt or grandma) buy them at the grocery store?"

Give each child a chance to answer. Continue by saying, "There are a lot of places to get healthy fruits and vegetables. Have you ever picked an orange off a tree or picked strawberries off vines on the ground?"

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**B. After all the children know what they have, explain the game by saying, "I'm going to say the name of two fruits and vegetables.** When I say the name of the fruit or vegetable on your card, then you will trade places where you are sitting as quickly as you can! Let's practice. Are you ready?"

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Practice again by saying "Banana and strawberry trade places."

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**C. After the children understand how the game is played, have fun playing and trading places!** Repeat as many times as the children are interested and time allows. After all the children have had a chance to trade "fruit and vegetable" places, say, "Let's make a tossed salad! Everybody stand up and move around to toss the salad!"

**SPECIAL NOTE:** While playing the Garden Game, consider playing the CD, *Give Me 5 A Day!* on low in the background. Music can motivate and stimulate the senses and add enjoyment to any game.

**5** Make a shoebox garden. Provide each child with a shoebox garden plot. Cover shoeboxes with green construction paper (or spray paint green). Pre-cut five small slits in each shoebox lid—just big enough for a craft stick to fit. Then make copies of the fruit and vegetable pictures (included) and glue them onto the top portion of the craft sticks. Place the craft sticks with the glued pictures of fruits and vegetables on the center of a table(s). Say, "Each of you may pick five fruits and vegetables for your garden."

It is good to have multiple pictures of the same fruit or vegetable in case children want to pick the same picture. Show children how to push the fruit and vegetable craft sticks through the slits in their shoebox. Instruct the children to look for these different fruits and vegetables the next time they are at the grocery store or farmers' market.

**6** Say, "Let's play the *Give Me 5 A Day!* CD! This time let's move our bodies the way the singer tells us to."

All the children should stand in an open area with you and follow the instructions on how to dance to each song. You can choose to play only one song or the entire CD. Allow the children to dance freely as a form of expression.

Remember to make copies of the parent letter with the take-home activity sheet printed on the reverse side to send home with each child. The community fact sheet is also included for you to copy and display at your center or distribute as appropriate.

# It's Fun to Eat Fruits and Veggies!

## additional activities for either age group

### Garden in a Glove

#### MATERIALS NEEDED

- Clear plastic gloves (1 for each child)—avoid latex gloves due to potential allergies
- Non-toxic markers for writing names on plastic gloves
- Cotton balls (5 for each glove)
- Small bowl of water
- Unsharpened pencils
- Various types of seeds (preferably lima beans, green beans, peas, pumpkin, watermelon since they germinate within a few days)

Provide each child with a clear plastic glove (found at grocery stores) with their name on it, five cotton balls, and a small bowl of water (children may share bowls of water). Give each child several (three to five) of the same seed type for each finger (a total of 15–25 seeds total). Lima beans, green beans, peas, pumpkin, watermelon are good choices due to a quick germination period (keep seed package directions for future planting needs).

- Have the children wet the cotton balls in a small bowl of water and squeeze out the excess water. Then have children drop a few seeds on top of each dampened cotton ball. Insert one cotton ball into each finger of their glove. You may need to use the end of a pencil to push the cotton ball to the very tip. Each finger should have the same seed type.
- It may help to label each glove finger with the name of a certain seed type (for example, thumbs will be labeled green beans). Tape the gloves to a window or a wall that is close to a window. Seeds will germinate in three to five days. Transplant seedlings after one and half to two weeks.
- To transplant cut off each finger of the glove just above seedling and remove cotton ball with seedling from plastic. Plant each cotton ball with seedlings in a small pot with potting soil. Follow seed package instructions for watering and sunlight. If possible plant outdoors for a small garden. Observe the plants and discuss every couple of weeks.

### Grow a Sweet Potato!

#### MATERIALS NEEDED

- 1 sweet potato per classroom
- 4 to 8 toothpicks per classroom
- 1 clear container per classroom

Take a sweet potato and stick toothpicks around the center of the potato. Put the potato in a clear container so that the toothpicks keep the potato from sliding all the way down the container. Fill the container with water so that the bottom half of the potato is in the water. Put the container and potato in a dark room or closet until it begins to sprout. Make sure the bottom half of the potato remains submerged in the water. After the potato begins to sprout, move it to a sunny place. Continue watering it and you'll have a sweet potato vine!

### Interview with Mr. or Ms. Broccoli

#### MATERIALS NEEDED

- *An Interview with Mr. or Ms. Broccoli* script (included)
- *Broccoli Crown* (template included)
- Green shirt (optional)

Read the *Interview with Mr. or Ms. Broccoli* script to the children. This demonstration will need two adults. Have Mr. or Ms. Broccoli wear the broccoli crown and, if possible, some type of green clothing like a shirt. You may wish to make a broccoli crown for each child.



# Fruits and Vegetables



corn



grapes



avocado



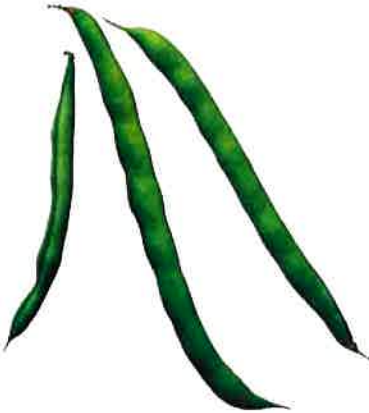
strawberry



lettuce



cantaloupe



string beans

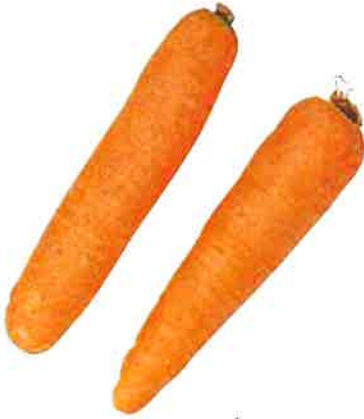


egg plant



apple

# Fruits and Vegetables



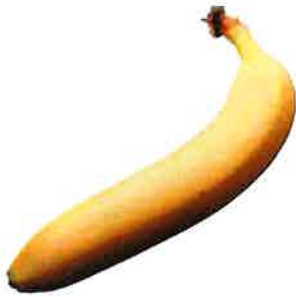
carrots



mangoes



zucchini



banana



lime



mushrooms



blueberries



broccoli

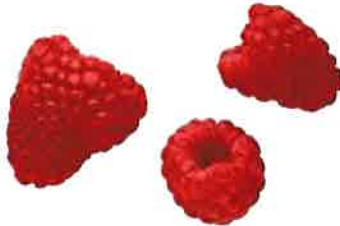


peaches

# Fruits and Vegetables



watermelon



raspberries



potato



red pepper



orange



asparagus



kiwi



tomatoes



cauliflower

# Script: An Interview with Mr. or Ms. Broccoli

INTERVIEWER: Boys and girls we have a special visitor with us today—Mr./Ms. Broccoli. (Introduce Mr./Ms. Broccoli to each of the children—maybe shake hands!)

INTERVIEWER: Mr./Ms. Broccoli, we understand that you are very healthy.

MR./MS. BROCCOLI: (Looking very proud) Oh, yes—that is true, I am very healthy!

INTERVIEWER: What makes you so healthy?

MR./MS. BROCCOLI: I have lots of vitamin A and vitamin C. Did you know that vitamin A helps me to have healthy eyes (point to eyes) and skin (rub arms)? Did you know that vitamin C helps me not get colds (pretend to sneeze)?

INTERVIEWER: Mr./Ms. Broccoli, please forgive me, but I've heard that some people (look worried and lower voice) don't like you.

MR./MS. BROCCOLI: (Dab eyes with a tissue. Sniffle and look tearful.) Yes, I know there are people who don't like me, and it really hurts my feelings. They could at least give broccoli a little try every now and then until they do like me.

INTERVIEWER: (Pat Mr./Ms. Broccoli on the back) Now, now Mr./Ms. Broccoli, it's OK! (try to cheer Mr./Ms. Broccoli up) Hey—how many wonderful ways are there to eat broccoli?

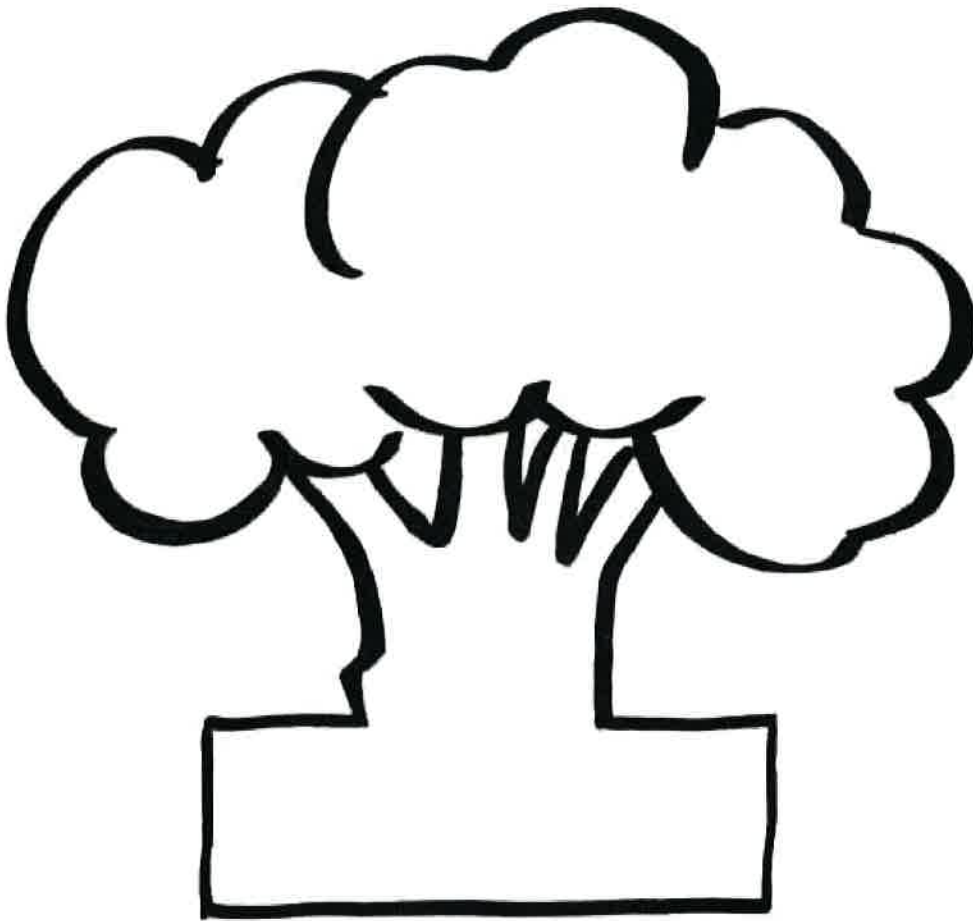
MR./MS. BROCCOLI: (Starting to feel better and cheering up) Oh, broccoli can be eaten raw with dip, or steamed with shredded cheese on top, or even cooked in a casserole with chicken. Mmmm—broccoli is very yummy!!!

INTERVIEWER: Mr./ Ms.Broccoli, we want to thank you for visiting with us today. Let's show Mr./Ms. Broccoli how much we like him/her by clapping! How else can we show him/her we like him/her? (Encourage the children to say "by tasting and eating more broccoli!!!")



## Make a Broccoli Crown

Fold a piece of green construction paper into thirds (accordion or fan style). Cut out the broccoli pattern below. Trace the pattern onto the top of the accordion-folded green paper and cut it out so when it is opened it has a row of three broccoli heads. Repeat this process with another piece of green paper. Now you have two rows of three broccoli heads. Tape the two rows together to make a broccoli crown.



# It's Fun to Eat Fruits and Veggies!

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## More Nutrition Activities

### NUTRITION SONGS

#### Strawberries, Bananas, Watermelon Too!

Use this catchy tune to supplement your nutrition studies, or for some plain ol' springtime fun. (Sung to the tune of "Twinkle, Twinkle, Little Star")

Strawberries, bananas, watermelon too;  
Good for me and good for you!  
They are tasty; they are sweet.  
All are such a yummy treat.  
Strawberries, Bananas, Watermelon Too!  
Good for me and good for you!



#### Four Red Cherries...

(This Old Man)

Four red cherries  
on the tree,  
Two for you and two for me.  
So-o shake that tree and watch them fall.  
One, two, three, four-that is all.

#### On a Picnic We Will Go

(Tune: Farmer in the Dell)

Continue these verses until all of the children have had a tum. When the song is over, take the items out of the basket. Have the children sort food into groups of healthy and unhealthy choices. I use items from our dramatic play center for this activity. You can also have children bring in empty food containers from home.

On a picnic we will go.  
On a picnic we will go.  
Let's fill our basket up (put a basket in the middle of the group).  
On a picnic we will go.  
(Child's Name) brings a food item (ex. apple) (Child skips to the basket and puts the food inside)  
(Child's Name) brings a.... (Child skips back to group)  
Let's fill our basket up.  
On a picnic we will go.



#### Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

### **Growing in a field**

---

*Here is a song to the tune of "Clementine" You can make flannel board (magnet board props) of various fruits and vegetables to use as you sing the song... provide time for the children help you come up with ideas for new fruits and vegetables of a particular color. Like for green use beans, watermelon, peas, and lettuce.... for orange use peaches, oranges and carrots.... then sing away!*

On the farm is a row of yellow corn  
Yellow corn  
Yellow corn  
Yummy vegetable to eat.



*Make up additional verses:*

Growing in a field  
On the farm is a (row or bush or tree) of (color) (fruit/veggie)  
(color) (fruit/veggie).  
(color) (fruit/veggie).  
Yummy (label as fruit or vegetable) to eat.



### **Tune: "If You're Happy and You Know It"**

---

*Have available a bingo type game board for each child which has pictures of various colors of fruits/veggies ... give them squares to cover up the fruit/veggie that you sing about in this song. (The "Fruit Bingo Game" board may be a good board to use with this song...)*

If you see an orange pumpkin, cover it now.  
If you see an orange pumpkin, cover it now.  
If you see an orange pumpkin,  
If you see an orange pumpkin,  
If you see an orange pumpkin, cover it now.  
Make up additional verses for each fruit or veggie on your board.

### **The Blueberry Bush (Sung to the tune The Mulberry Bush)**

---

Here we go round the blueberry bush,  
The blueberry bush, the blueberry bush.  
Here we go round the blueberry bush,  
So early in the morning.  
Pick the blueberries small and round,  
Small and round, small and round.  
Pick the blueberries small and round,  
So early in the morning.  
(Taste the blueberries, ripe and sweet.)



Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



## Everybody Eats

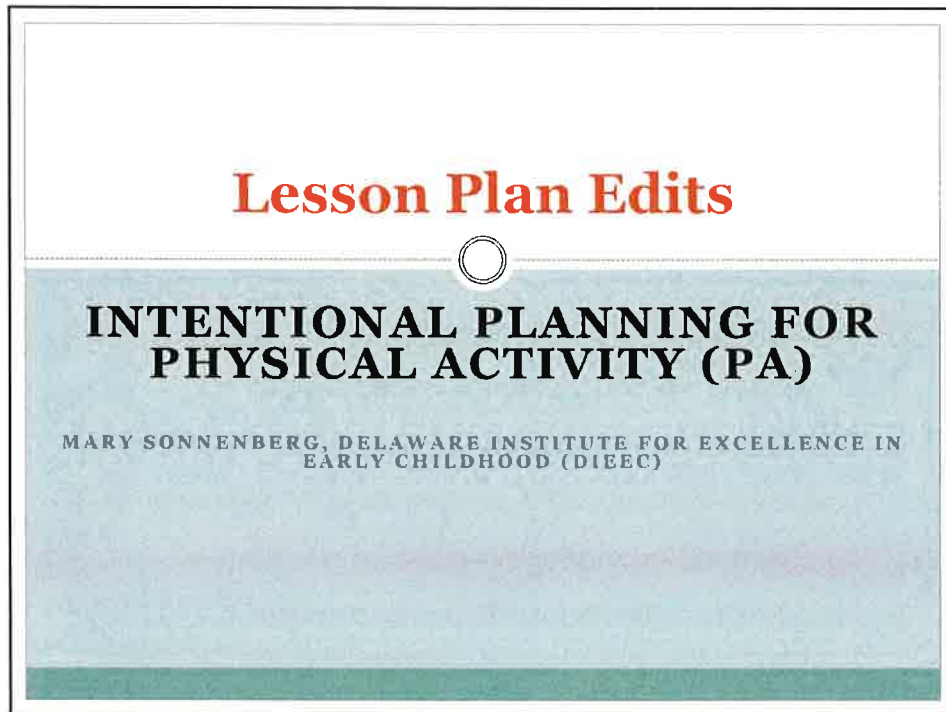
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Everybody eats, everybody eats  
Meat and fish and cereal  
Carrots, peas and beets  
Everybody knows  
That everyone he meets  
Likes to eat  
How do we know it's so?  
'Cause everybody, everybody eats  
There are people who eat sitting  
There are some who like to stand  
There are people who go out-of-doors  
And picnic on the land  
There are folks who use their fingers  
Others use a fork and knife  
But no matter how you do it  
Don't you know it's so?  
Eating's part of everybody's life  
Everybody eats, everybody eats  
Meat and fish and cereal  
Carrots, peas and beets  
Everybody knows  
That everyone he meets  
Likes to eat  
How do we know it's so?  
'Cause everybody, everybody eats  
Everybody, everybody eats



### Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



**NOTE:** There should be about 15 minutes total for this brief introduction to PA planning, lesson plan editing and time to work on lesson plan editing: about 5 minutes or so for each of those 3 tasks. Participants can continue to work on lesson plan edits during breaks, lunch and at their programs.

**Begin by saying:** Please get out the lesson plans that you brought with you from your programs. You also have a form called Handout: Lesson Plan Edits on the table and in your binder so you can make extra copies.

Later in the presentation, we will walk through a few examples of activities typically listed on lesson plans for Physical Activities and/or Music & Movement.

When you do this activity with your staff at your program, emphasize how we can **intentionally plan** for physical activity during the day.

First, let's think together about what is important when we plan PA for children.

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

## What is important when planning PA?

- **Think intentionally**
  - It's common for teachers to list "outdoor time" with no plan
  - Think about the **skill development** you need to support
  - Think about the **interests of the children**
  - Think about how to **imbed PA into daily transitions**
  - Think about adding a **PA center in your classroom**
  - Think about the **materials** you need as you plan
  - Help teachers see themselves as **important role models**

Review some of the important things to think about when planning intentionally.

Remind participants: **even free play requires a thoughtfully planned environment and responsive teachers**

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

**Provide opportunities for both adult-led and child-led PA**

- For both structured and unstructured PA
  - Set up a supportive environment
  - Encourage teachers to model enjoyment
- Structured PA: teacher-led, developmentally appropriate
  - Age-appropriate motor skill development
  - Engages children with minimal or no waiting
  - Vigorous: gets children breathing harder for short periods
- Unstructured PA: child-led free play
  - Activities that encourage children's individual interests
  - Requires teacher engagement with children

**Review the important points on the slide.**

**Stress that we need to provide intentionally planned opportunities for adult-led AND child-led physical activity. Preschoolers need at least 120 minutes of active play daily, and toddlers need at least 60-90 minutes or more.**

**Remind participants that teacher engagement with children is especially important during free play:**

- To extend play
- To offer challenges
- To give appropriate encouragement to stay physically active
- Sometimes, to join in the play with the children!

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

Lesson Plan Edits - Physical Activity				
Physical Activities from Lesson Plans	Materials Needed	Why are we doing it?	How/when?	How would you increase PA?
Balance beam				
Bubble play				
Scarf waving to music				
Walking up and down stairs				
Freeze dance				
Roll the ball to your name				
Recess/Exercise/Outside				
Walking				

**NOTE:** This slide can be handled as a large group discussion, asking questions and getting responses to get everyone thinking about planning intentionally. The next slide will show a blank form for participants to practice intentional lesson planning

**Begin by saying:** When planning, activities must be DEVELOPMENTALLY APPROPRIATE!!!  
Would we do relays with toddlers?

**Think about WHY you are doing any activity:** to support next developmental milestone, to practice specific skills, to provide a wide variety of motor experiences, to explore the natural world, to have fun, to respect children's interests. There could be lots of good reasons...and lots of not so good reasons! Be intentional!

For what ages would you do these activities?  
Which activities would teacher-led? Which would be child-led?  
What would the role of the teacher be for each activity?  
How would you set up the environment to support the activity?  
On the playground how would you facilitate skill development?  
"Breathless" activities? Engagement with the children?

Always look for opportunities to increase physical activity in daily activities. The last column in the chart asks you to think about how you could plan these typical physical activities in ways to increase balance, motor skill development and moderate to vigorous physical activity.

**It is common for teachers to list "outdoor time/exercise" with no plan, intent, or materials to support the activities. We can change that! We can do better!**

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

Lesson Plan Edits - Physical Activity				
Physical Activities from Lesson Plans	Materials Needed	Why ?	How/when?	How would you increase PA?

Here is a blank form you can use with your teachers to think more intentionally about physical activity opportunities throughout the day. Copies are on the tables.

Now let's take a look at some of the physical activities on the lesson plans that you brought with you from your programs today. On the chart, write down some of the activities for PA that are on your lesson plans. Take some time to think through the key questions on the chart and **see if you can create improvements to increase opportunities for physical activity for the children in your program.**

**Facilitator might want to ask additional questions for participants to think about as they work:**

Are the activities DEVELOPMENTALLY APPROPRIATE?

For what ages would you do these activities?

Which activities would be teacher-led? Which would be child-led?

What would the role of the teacher be for each activity?

How would you set up the environment to support the activity?

On the playground how would you facilitate skill development?  
 "Breathless" activities? Engagement with the children?

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

Next steps...

- On your tables are some materials from our bag of “goodies”. Think about how you could use these to increase physical activity in your programs.
- Extra lesson plan editing forms are on the tables and in your binders for copying back at your programs.
- There is a second, similar lesson plan editing form on the tables and in your binders that we will introduce later: *Integrating Healthy Eating (HE) and Physical Activity (PA) and Early Learning Guidelines or Standards into Planning*. It gives a prompt for thinking about linking across domains.

Use the materials on your tables to think about how you could increase PA in your program.

During break or at lunch look again at the lesson plans you brought with you. Look at the materials on your tables, at Show & Tell, think about activities we have done last session or this session and use the form to think about how you could increase PA or HE in your lesson plans. Change your lesson plans and talk with your staff team about doing this as part of your normal planning.

The key is to be intentional in planning and to have a variety of activities, both teacher-led AND child-led, to support the children.

We also want to be sure we include **ALL ages** in HE & PA...including infants.

Extra lesson plan editing forms are on the tables and in your binders for copying back at your program.

FYI: There is a second, similar lesson plan editing form on the tables and in your binders that we will introduce later: *Integrating Healthy Eating (HE) and Physical Activity (PA) and Early Learning Guidelines or Standards into Planning*. It gives an extra prompt for thinking about linking across domains as you plan.

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

## HANDOUT – Lesson Plan Edits

### Integrating Healthy Behaviors and Early Learning Standards into Planning

Activity	Why?	Why Not?	How?	When?	How would you increase healthy behaviors?	Which Early Learning Standards are targeted?
1.						
<b>Materials needed:</b>						
2.						
<b>Materials needed:</b>						

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



**HANDOUT – Lesson Plan Edits**

**Integrating Healthy Behaviors and Early Learning Standards into Planning**

Activity	Why?	Why Not?	How?	When?	How would you increase healthy behaviors?	Which Early Learning Standards are targeted?
3.						
Materials needed:						
4.						
Materials needed:						

Reference:

*Transforming Our Community’s Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

# Preventing Childhood Obesity in Early Care and Education Programs

*Second Edition*

Selected Standards from

*Caring for Our Children: National Health and Safety Performance Standards, 3rd edition*



American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™



American  
Public Health  
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National Resource Center  
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in Child Care and  
Early Education

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Please Note: Caregiver/Teacher professional development in nutrition and physical activity is covered in the Staffing Section and facility requirements for indoor and outdoor play areas are covered in the Playground Section of *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition, 2011*.



SHARE OUR STRENGTH'S  
COOKING  
MATTERS™

# Exploring Food Together



NATIONALLY SPONSORED BY



# EXPLORING FOOD TOGETHER

T e a c h e r   G u i d e



SHARE OUR STRENGTH'S  
COOKING  
MATTERS™

PUBLISHED AUGUST 2011

## Acknowledgements

August 2011

Share Our Strength's Cooking Matters™ is proud to make *Exploring Food Together* available for early childhood educators and caregivers.

We began development of this toolkit in early 2011 with the goal of giving the adults who work with young children some simple activities, which can be done in the classroom or in the home, to teach children basic concepts about food and healthy eating. All toolkit activities were designed to integrate well with the overall curriculum objectives in early childhood education settings.

To make sure we got it right, we put *Exploring Food Together* into the hands of early childhood educators for a test run. We would like to give special thanks to the following colleagues from the Head Start community who graciously offered to field test this toolkit and gave us valuable feedback to guide our revisions:

- Saba Barkneh, R.D., and staff at Higher Horizons Head Start, Falls Church, Va.
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We believe that this toolkit provides a framework for fun, easy-to-do nutrition education for young children, and we hope you enjoy using it.

With our sincere gratitude and our shared commitment to ensuring that children get the nutritious foods they need to learn, grow, and thrive.

The Cooking Matters National Staff

## About Share Our Strength® and Cooking Matters

Share Our Strength, a national nonprofit, is ending childhood hunger in America by connecting children with the nutritious food they need to lead healthy, active lives. Through its No Kid Hungry® Campaign — a national effort to end childhood hunger in America by 2015 — Share Our Strength ensures children in need are enrolled in effective federal nutrition programs; invests in community organizations fighting hunger; teaches families how to cook healthy, affordable meals; and builds public-private partnerships to end childhood hunger, at the state and city level. Visit [Strength.org](http://Strength.org) to get involved.

Share Our Strength's Cooking Matters empowers families at risk of hunger with the skills, knowledge and confidence to make healthy and affordable meals. With the help of expert culinary and nutrition volunteers, course participants learn how to select nutritious and low-cost ingredients and prepare them in ways that provide the best nourishment possible to their families. Cooking Matters is nationally sponsored by the ConAgra Foods® Foundation and Walmart. For more information, visit [CookingMatters.org](http://CookingMatters.org).

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# Introduction

## Welcome to *Exploring Food Together!*

As an educator or parent, you play a crucial role in helping children get the nourishment they need to grow and thrive. When you work with children on food-related activities, you can encourage healthy eating habits that will stick with them for life.

The activities in this book are designed to help you teach children about food and healthy eating. Consider the following tips for making these activities a hit with your group:

- 1. Let kids explore.** Children are natural explorers. They are always asking questions and discovering the world around them. Have kids learn about food by using their senses: touch, smell, taste, sight, and sound. Allow children to handle food — let them mix it, prepare it, smell it, and taste it. Help them learn to describe foods by asking them to talk about color, shape, and texture.
- 2. Plan simple activities before harder ones.** Children, like adults, want to perform well. Set children up for success by planning activities that are simple and then moving to harder ones. For example, have children start by describing foods and learning their names. As they develop, they can classify foods into groups and recognize where foods come from.
- 3. Build on what children already know.** When you introduce a new topic about food and eating, connect it to something already familiar to children. For example, most children have seen adults put gasoline in their cars. Explain that just as gas makes cars go, food “makes children go” — it helps them to be able to grow and play.
- 4. Use materials you have on hand.** Each of the activities in this book has a list of materials. Some materials are provided for you inside this book (pages 25–36). If other materials in the list are not available to you, don’t let that stop you — think of small changes you can make to the activity, or brainstorm other materials you can use, to make the activity work for your group.
- 5. Repeat activities often.** These activities are designed to be used repeatedly to give children opportunities to practice their growing skills and knowledge. To keep the children interested, bring new foods into the activities, select more challenging food pictures, or see how many different cultures you can “visit” at the table.

We hope you enjoy using these activities to teach kids about food and healthy eating. Thank you for taking this step to give kids a healthy start on life!

Many additional activity materials and ideas can be downloaded and printed for free online:

**Food Pictures:**

<http://www.pachd.com/free-images/food-images.html>

<http://www.ars.usda.gov/is/graphics/photos>

<http://www.usda.gov/wps/portal/ochome> (Click on “Photo Library”)

**Food and Eating Activity Ideas:**

<http://www.fns.usda.gov/tn/Resources/nutritioncount.html>

[http://www.olemiss.edu/depts/nfsmi/Information/Care\\_connection\\_lessons\\_35-48.pdf](http://www.olemiss.edu/depts/nfsmi/Information/Care_connection_lessons_35-48.pdf)

## Linking Activities to Child Development and Early Learning

Activities that engage kids around food offer children opportunities to learn about so much more than just food and nutrition. Each activity in this book includes nutrition education objectives, child development and early learning objectives, and a recommended books list, allowing you to see the many ways in which teaching kids about food can help with a variety of developmental goals.

### Nutrition Education Objectives

Young children don't need a lot of complex, scientific information about food. Children eat certain foods because they like them, and having the opportunity to taste foods over and over (especially with friends and supportive adults) helps them learn to like a variety of healthy foods. In keeping with the way young children learn about food, the nutrition education objectives listed in each activity are simple and relate to basic food concepts.

Several organizations and state departments of health or education have developed nutrition competencies for children. These learning objectives were summarized from "Nutrition Education Competencies for Preschool Children," Center for Nutrition in Schools, Department of Nutrition, University of California, Davis, September 2009.

### Child Development and Early Learning Objectives

Language development, mathematics, reasoning skills, social skills, and fine motor development are clearly integrated into this book's everyday activities (e.g., food tasting, "shopping," and "cooking") that children will participate in. The developmental objectives included in each activity are based on the "Head Start Child Development and Early Learning Framework" from the U.S. Department of Human Services, Office of Head Start. You will find that the activities will work with curriculum frameworks such as *The Creative Curriculum*® and the HighScope Curriculum as well.

### Recommended Books

Each activity includes a list of recommended books, chosen to complement the activity's key themes. Many teachers and parents find it helpful to start an activity with a story and some discussion. Keep in mind that the books listed are only suggestions — you may find many other books to accompany the activities in your classroom, library, or book stores.

## Cooking With Kids

A great way to get kids to taste and enjoy new foods is to involve them in hands-on food preparation. Basic cooking also helps kids develop their fine motor skills and social skills as they share, take turns, and create a finished product with the help of everyone involved. In addition to the activities provided in this book, we have included a few simple recipes that children will love to make as much as they will love to eat! It is our hope that you will consider including kids in hands-on food preparation as another way of reinforcing the concepts they are learning in the activities.

As you work with kids in the kitchen, it helps to maintain a positive attitude and to keep the following in mind:

**Enjoy watching them develop.** Cooking allows kids to experiment, questions new things, understand a sequence of events, and begin to build basic concepts. Enjoy their excitement, and show that you value their help.

**Plan your time wisely.** Cooking may take more time with kids, so consider ways to use your time wisely. For example, perform adult-only steps the night before and have kids help you with the final steps the next day.

**Don't worry about the mess.** There are bound to be some messes as you get started, but over time you will develop a system and learn which tasks children are able to do well. Kids can also help you clean up!

Additional tips for safely working with kids in the kitchen and assigning age-appropriate kitchen tasks can be found on pages 14–15. Each recipe also includes Child and Adult Care Food Program (CACFP) crediting information to help you if you choose to use these recipes for reimbursable meals or snacks.

## Using the *Exploring Food Together* Toolkit

How to Turn 10 Activities and 9 Recipes Into a Nutrition Curriculum for the Whole Year!

The activities in *Exploring Food Together* are not intended to be done once and then forgotten. When you repeat the activities many times with kids, you allow them to practice and improve their knowledge and skills and give them exposure to many new foods. You also save valuable planning and classroom time — since both you and the kids will become more familiar with the activity instructions each time. Try these ways of making small changes to the activity to keep it exciting and fun each time:

- **Change the foods you use.** Each time you do the activity, use different foods that reinforce other concepts the children are learning (e.g., foods that reinforce the colors, seasons, cultures, shapes, or other concepts you are teaching them).
- **Give the children more challenging tasks.** For example, kids may start by learning the difference between foods that come from plants and foods that come from animals. Once they've mastered that, add difficulty by having them sort foods by the parts of the plant or the types of animals they come from. For activities that use gross motor skills, change things up by using increasingly complex movements.
- **Change the environment in which the activity occurs.** For example, set up different kinds of food “markets” in your classroom. Change the arrangement of your tables when studying mealtimes in different cultures (i.e., to reflect the typical arrangements in that culture). If you have a food garden, move some of the activities outside.

Using this approach, you can implement a nutrition activity every day! Need some more ideas? We'll show you examples of how you can make almost endless variations to two of the activities in this book. We encourage you to be creative and enjoy the many possibilities for helping children learn more about food and expand their palates!

### Supermarket Hot and Cold

Start by doing this activity in a supermarket. The next few times you do the activity, try these variations:

- Take the children to a farmers market. Find out what's in season so you can choose good food pictures.
- Take the children to an ethnic grocery store. Use food pictures cut from magazines or downloaded from the Internet.
- Set up a “market” in your classroom. Choose food packaging or food models that reflect seasonal produce, foods commonly eaten in other cultures, or foods that are all the same color (one that the children are learning).
- Without changing the foods on the shelves of your “market,” choose your food cards to connect with other learning concepts such as food origins, food cultures, shapes, sizes, seasons, and colors. There are at least 20 opportunities to repeat the supermarket activity just within this list!

### Make Your Own Veggie Super Hero

Start by making the Veggie Super Hero with a variety of vegetables in different shapes and colors. The next few times you do the activity, try these variations:

- When studying colors, make the Veggie Super Hero with vegetables of all one color: green, orange/yellow, red, blue/purple, or white.
- When studying food origins or “tops and bottoms” (see pages 9–11), make the Veggie Super Hero with all vegetables that come from roots — or from shoots!
- Make the Veggie Super Hero with the vegetables ready for harvest from your school's garden.
- Make the Veggie Super Hero with vegetables that are frequently used in another culture. For example, if children are learning about India, use chayote (“chow chow”), carrot, cauliflower, cucumber, cilantro (green coriander), purslane (usually sold as “verdolagas” in Hispanic markets), spinach, mint, tomato, and peas.
- As the children show progress in their food handling skills — hand washing, washing produce, and cutting with appropriate knives — allow them to participate in more of the setup for this activity.
- Instead of Super Heroes, choose another theme for the vegetable plate creations (e.g., animals). Ask the children to tell you what they're making that day (e.g., dogs, cats, bunnies).

# ACTIVITIES

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## Food Identification and Tasting

# Fruit and Vegetable Mystery Bag

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences

## Materials

- Brown paper bag
- A variety of different fruits and vegetables

## In Advance

1. Place 1 whole fruit or vegetable into the brown paper bag.

## With Kids

1. Explain that what is in the brown paper bag is a mystery.
2. Allow 1 child to place his or her hand in the bag and to describe the feel of the food. Prompt the child with questions to describe the feel, such as "Is it hard or soft?" or "Is it round like a ball?" As the child describes it, have the other children guess what it is.
3. Let each child take turns feeling the food and describing it.
4. When each child has had a chance to feel the food, say "Mystery solved!" and take the food out of the bag. Let children tell you the name of the food, and ask them simple questions like:
  - Have you ever eaten this food before?
  - If yes, what did it taste like?
  - If no, would you like to try it sometime?
5. As time permits, repeat the activity with additional foods. You may also wish to follow up this activity with a tasting of the food(s).



### Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Efferts and Saxon Freymann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

## Food Identification and Tasting

# Your Veggies, Your Way

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating, plucking, tearing, chopping
- Classify, compare, and contrast objects, events, and experiences
- Identify personal characteristics, preferences, thoughts, and feelings

## Materials

- 2 medium carrots per child
- Large pot
- Large serving spoon
- Colander
- 5 small bowls
- 5 bunches of fresh herbs, all different types (e.g. basil, dill, sage, cilantro, mint, oregano, rosemary, parsley, etc.)
- 5 index cards
- 1–2 Tablespoons butter or canola oil
- Stickers
- Plate, napkin, and cutlery for each child

## In Advance

1. Label individual index cards according to the herbs chosen for this activity.
2. Bring a pot of water to boil.
3. Rinse and slice the carrots into sticks. When the water is boiling, add carrot slices to the pot. Cook until tender, about 7–10 minutes.
4. When the carrots are cooked, drain and add a small amount of butter or canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

## With Kids

1. Ask kids to wash their hands to get ready for the activity.
2. Pass out sprigs of each fresh herb. Assist children as they pluck the leaves from the stems and tear or chop the leaves using a table knife or plastic knife. Be sure to keep the chopped herbs separate from one another.
3. Place each chopped herb in a separate bowl. In front of each bowl, place the index card that identifies the herb in that bowl.
4. Spoon the carrots evenly into each of the herb bowls, reserving just enough for children to have another taste of their favorites at the end. Stir ingredients to combine, so that the buttered carrots are covered with herbs.
5. Invite children to taste each variation of the seasoned carrots and indicate their preferred flavor by placing a sticker on the index card in front of the herb bowl they liked best.
6. Provide everyone with another taste of the 1 or 2 most popular flavors. Congratulate children on experimenting with many new flavors, and tell them that you will serve their favorite vegetable-herb combination again in a future meal or snack.

### TIPS:

- Other vegetables such as broccoli, zucchini, corn, lima beans, other beans, or tomatoes can work well with this activity too.
- Use 1 Tablespoon of minced fresh herbs for every 2 cups of carrots.
- If using dried herbs, use only 1 teaspoon for every 2 cups of carrots. Dried herbs should be added directly to the pot with butter to soften slightly before serving.
- Depending on the ages of the kids, you may want to pluck and chop herbs in advance. In this case, be sure to let kids explore the smell and feel of the herbs before you start the activity.



### Recommended Books:

- *I Will Never, Not Ever Eat a Tomato*, by Lauren Child
- *Little Pea*, by Amy Krouse Rosenthal

## Food Identification and Tasting

# Name That Food

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Classify, compare, and contrast objects, events, and experiences

## Materials

- 3–5 foods that may look or taste unfamiliar to kids — fruits, vegetables, and whole grains only
- (Optional) dips or sauces (such as low-fat yogurt, hummus, etc.)
- Bowls for any dips
- Plates, 1 for each child
- Serving spoons, 1 for each bowl
- Index cards, 1 for each food
- Small stickers



### Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Efferts and Saxon Freymann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

## In Advance

1. Purchase 3–5 fruits, vegetables, and whole grain foods that may look or taste unfamiliar to kids (e.g., squashes, mango, apricot, whole wheat pita).
2. Cut each food into bite-size pieces and place a small amount onto each child's plate.
3. Display at least 1 whole form of each food so that kids can see what the food looks like before cutting. Place an index card in front of each food.
4. If using, set out dips in bowls and place a serving spoon in each bowl.

## With Kids

1. Give a plate with food samples to each child. Ask children not to try the samples until directed.
2. Hold up 1 whole food and ask kids if they know its name. Help them name the food as necessary.
3. Ask kids to describe the color and shape of the food. Let them touch the food, then ask them to describe its texture.
4. Point kids to the sample on their plate that corresponds to the whole food. As they taste it, ask them to talk about the taste and whether they enjoy it. If using, offer them a small spoonful of an appropriate dip to taste with the sample.
5. Repeat this process for each of the foods. When the kids have tried all of them, give each child a sticker. Ask kids to place their sticker on the index card in front of their favorite food they tried today.
6. Ask kids to share why they liked certain foods more than others and to point out which ones were new for them. Explain that not everyone will like all foods, but it's important to give new foods a try — you never know what you might like! Point out that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. People's tastes also change over time — next year you might like a food that you didn't like today. Remind kids that we need to eat a variety of healthy foods to be sure our bodies get the nutrients we need to grow and be healthy and strong.

### TIPS:

- You may wish to use the favorite food in another activity, or in a future meal or snack.
- Consider lightly steaming vegetables, such as eggplant, that may taste bitter when eaten raw.
- Encourage kids to try the foods without the dips first to determine the foods' true taste.
- Encourage kids to be as descriptive as possible as they describe each fruit or vegetable. Ask questions like "Does it taste sweet or sour? Would you describe the skin as smooth or bumpy? Does it feel soft or crunchy when you chew it?" and so on.



## Food Purchasing

# Supermarket Hot and Cold

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Follow simple rules, routines, and directions
- Classify, compare, and contrast objects, events, and experiences
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks

## Materials

- Stickers
- Picture cards for each of the 8 foods chosen for this activity

## In Advance

1. Depending on the season and where the activity will take place (e.g., supermarket, garden, farmers market, mock “grocery store” in the classroom), select 8 foods that kids will search for. Choose a variety of healthy plant and animal foods.
2. Create picture cards for each of the 8 foods, or make copies of the picture cards provided on pages 29–34.

## With Kids

1. Show kids the 8 picture cards representing the items they are to find. Review them 1 at a time. Discuss distinguishing features (e.g., pointy leaves, shiny red fruit, etc.).
2. Lead kids around the store to look for the 8 items by telling them they are getting “warmer” or “cooler.”
3. As children locate each of the foods, place a sticker on their shirts, and ask questions such as:
  - Have you eaten this food before? How was it prepared?
  - What do you like about it?
  - Where does it come from (plant or animal)?
4. Discuss your plans to serve the foods in the future and how they will be prepared. Or, if time permits, follow up this activity with a tasting of 1 or 2 of the foods the children found at the store.

## TIPS:

- If you can’t find the food pictures you need on pages 29–34, consider downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity and use them here.
- Laminate your food pictures for repeated use.
- Choose fruits and vegetables that kids have indicated they would like to try in previous discussions or activities (such as the **Fruit and Vegetable Mystery Bag activity** on page 2).
- Share this activity with parents and encourage them to play similar games with their children when they go to the store. This will help keep children busy and focused on the healthy foods parents planned to buy.



## Recommended Books:

- *Good Food*, by DeMar Reggier
- *Llama Llama Mad at Mama*, by Anna Dewdney
- *Market Day (Dia de Mercado)*, by Lois Ehlert

## Food Preparation

# Imaginary Cooking

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Communicate an understanding of the importance of health and safety routines and rules
- Manipulate writing, drawing, and art tools
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Recognize cause and effect relationships
- Engage in pretend play and act out roles
- Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas
- Describe and discuss predictions, explanations, and generalizations based on past experience

## Materials

- Pictures or drawings of easy-to-prepare foods, such as toast with jam, scrambled eggs, steamed vegetables like peas or broccoli, boiled pasta, rice, etc.

## With Kids

1. Hold up a picture of 1 easy-to-prepare food (see pages 35–36).
2. Ask the children to identify what they see and to describe the steps to make it. At each step ask whether they can do it themselves or whether they should ask an adult for help. For example, the steps they describe for making a piece of toast may include:
  - a. Wash my hands properly.
  - b. Open the bread bag and pull out a slice.
  - c. Plug the toaster into the wall socket.
  - d. Place the slice of bread in the toaster and push down the lever.
  - e. Wait for the toast to pop up, indicating that it's done.
  - f. Pull the piece of hot bread from the toaster with tongs or a potholder and place it on a plate.
  - g. Spread jam on the toast.
  - h. Take a bite and enjoy!
3. When each step has been named and the roles decided, role-play the whole process together.
4. Repeat this activity with other easy-to-prepare foods as time permits.
5. Consider moving to the kitchen and allowing kids to help you prepare some of these simple foods following the roles you just discussed.

### TIPS:

- If you can't find the food pictures you need on pages 35–36, consider downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity and use them here.
- Laminate your food pictures for repeated use.
- Depending on the skill level of your group, consider drawing each of the food preparation steps on individual cards and asking kids to tell you what order they go in, rather than doing this activity verbally.



### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

## Food Preparation

# Make Your Own Fruit Clown Face

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

## Materials

- Paper plates, 1 for each child
- A variety of fresh fruit, such as: pineapple, blueberries, bananas, kiwi, strawberries, oranges, cantaloupe, and raisins
- Small bowls
- Low-fat yogurt, to use as a dip
- Serving spoons

## In Advance

1. Rinse and cut the fruit into pieces.
2. Assemble your own Fruit Clown Face as an example for the class.
3. Pour the yogurt dip into small bowls for sharing and place a spoon in each bowl.



## With Kids

1. Set out cut fruits and materials on a table where everyone can reach.
2. Encourage kids to use as many different fruits as possible to make their own Fruit Clown Faces.
3. When kids are finished, ask them to share their creation with the group and answer questions such as:
  - What colors and shapes are the fruits you chose? Do you know their names?
  - Which of your clown's fruits are you most excited to eat?
  - Which of your clown's fruits have you never tried before?
  - Why is your Fruit Clown Face good for you to eat?
4. Pass out the yogurt dip and invite kids to eat and enjoy their Fruit Clown Faces.

### TIP:

- Substitute suggested fruits with seasonal or sale items as needed.



### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

## Food Preparation

# Make Your Own Veggie Super Hero

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

## Materials

- Paper plates, 1 for each child
- A variety of washed vegetables (e.g., 1 head broccoli, 2 zucchinis, 1 small can corn, 1 small can sliced olives, 2 red peppers, 1 bunch celery, and 3–4 whole carrots)
- Small bowls
- Hummus, low-fat ranch, French, or other dressings, for dipping vegetables
- Serving spoons

## In Advance

1. Rinse and cut the broccoli into small florets; the zucchini into round slices; the red peppers into thin strips and then in half; the celery into 3-inch stalks; and the carrots into 2-inch strips.
2. Drain the corn and olives.
3. Assemble your own Veggie Super Hero as an example for the kids.
4. Pour dressings or dips into small bowls for sharing. Place a serving spoon in each bowl.



## With Kids

1. Set out cut vegetables and materials on a table where everyone can reach them.
2. Encourage kids to use as many different types of veggies as possible to create their own Veggie Super Heroes. Have them give their hero a name.
3. When kids are finished, ask them to share their creation with the group and answer questions such as:
  - What is your super hero's name? What are his or her super powers?
  - What colors and shapes are the veggies you chose? Do you know their names?
  - Why did you choose the veggies you did?
  - Which of these veggies have you eaten before? Did you enjoy them?
  - Will this be the first time you are trying any of these veggies? Which ones?
4. Pass out the dressings or dips and allow kids to eat and enjoy their Veggie Super Heroes.

### TIPS:

- Substitute suggested vegetables with seasonal or sale items as needed.
- If working with younger children, omit celery and use cucumber sticks instead.



### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

## Food Origins

# Food Origins Game

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Identify foods as coming from plants or animals
- Recognize that foods can be divided into groups and have some idea of what those groups are
- Identify members of the community (farmers, truck drivers, factory workers, bakers, and family members) who help provide food
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Classify, compare, and contrast objects, events, and experiences
- Distinguish food on a continuum from most healthy to less healthy
- Develop motor control and balance for a range of physical activities
- Observe, describe, and discuss living things and natural processes
- Recognize a variety of jobs and the work associated with them

## Materials

- Empty packaging from plant or animal foods (e.g., milk carton, egg carton)
- Food pictures of plant or animal foods (e.g., cheese, yogurt, carrot, tomato)
- Pictures of a cow, chicken, and plant
- (Optional) stereo and music

## In Advance

1. Place pictures of a cow, a chicken, and a plant (using the pictures on pages 26–28) in separate parts of the room. Place all other materials on a table or other central location where kids can gather around.

## With Kids

1. Explain that when the music starts, kids will work together to decide where each food comes from (cow, chicken, or plant) and then place the pictures or packaging in the appropriate corner of the room.
2. Stop the music when kids have placed all their pictures and packaging. Discuss their decisions, gently correct misplaced items, and facilitate a simple conversation about where foods come from with the following questions:
  - Have you ever seen food grow on plants? Have you ever picked fresh fruits or vegetables from plants? Where? Explain that foods can grow on trees, shrubs, underground, etc.
  - Have you ever seen a cow or chicken? Where are they usually found? What other foods do we get from these animals?
3. Consider building on this activity with a field trip to the farmers market, a local farm, or the grocery store, and show kids how to find and select plant and animal foods at each location. You may also wish to start a small garden or window box to help children learn about growing foods.

### TIPS:

- Be sure to use only empty packaging, to prevent kids from asking to eat or drink these items during or after the activity.
- If time permits, follow up this activity with a simple food tasting using one or two of the foods represented on your food cards.
- If you can't find the food pictures you need on pages 26–34, consider downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity and use them here.
- Laminate your food pictures for repeated use.



### Recommended Books:

- *All Our Fruits and Vegetables*, by Roberta Duyff and Patricia C. McKissack
- *Bread Comes to Life: A Garden of Wheat and a Loaf to Eat*, by George Levenson and Shmuel Thaler
- *Extra Cheese, Please!: Mozzarella's Journey from Cow to Pizza*, by Cris Peterson and Alvis Uptis
- *First the Egg*, by Laura Vaccaro Seeger
- *Milk: From Cow to Carton*, by Alikei
- *Pumpkin Circle, The Story of a Garden*, by George Levenson
- *Tillie Lays an Egg*, by Terry Golson and Ben Fink

## Food Origins

# We Eat Tops and Bottoms!

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food
- Be willing to try new foods

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Follow simple rules, routines, and directions
- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences
- Develop motor control and balance for a range of physical activities

## Materials

- A variety of picture cards representing foods from different parts of plants
- The book *Tops & Bottoms*, by Janet Stevens, or other book from the Recommended Books list
- Tops & Bottoms Poster: butcher paper and tape
- Tops & Bottoms Movement Game: equipment to mark off areas of playground



### Recommended Books:

- *Eating the Alphabet*, by Lois Ehlerts
- *Oliver's Vegetables*, by Vivian French
- *Tops & Bottoms*, by Janet Stevens

## In Advance

1. Read the "With Kids" instructions below. Select which "Tops & Bottoms" activity you would like to do with the class: "Tops & Bottoms Poster," "Tops & Bottoms, Heads & Toes," or "Tops & Bottoms Movement Game."
2. Either make picture cards representing foods from different parts of plants, or make copies of appropriate picture cards from pages 29–34. Be sure you have approximately the same number of foods that come from parts of the plant that grow above ground (e.g., flowers, stems, leaves, seeds) as below (e.g., roots). The number of cards you will need depends on the activity you choose and the attention span of the kids in your group.
3. **Tops & Bottoms Poster.** Attach a large piece of butcher paper to the wall or bulletin board. Draw a horizontal line representing the surface of the soil. Attach a piece of tape to the top edge of each picture card.
4. **Tops & Bottoms Movement Game.** Determine how you will mark the area representing "tops" and the area representing "bottoms" (e.g., mark off the area with heavy-duty tape, playground cones, non-skid activity mats, or portable soccer goals).

## With Kids

1. If you have a copy, read the book *Tops & Bottoms* to the children. If you do not have a copy, you can read 1 of the other recommended books, but be sure children understand that different foods come from different parts of the plant, and that some parts of the plant grow above ground and some grow below ground, before beginning the activity.
2. Ask the children to recall foods from the book or foods that they have seen in a garden. For each food they name, ask them if it comes from a part of the plant that is above the ground ("tops") or under the ground ("bottoms").
3. Follow the instructions for the activity you choose from the selection on page 11.

### TIPS:

- If you can't find the food pictures you need on pages 29–34, consider downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity and use them here.
- Laminate your food pictures for repeated use.
- Follow up this activity with a simple food tasting. Have children taste bite-size samples of a root vegetable (a "bottom") and a stem, leaf, flower, or seed (a "top").

Continued >

We Eat Tops and Bottoms! continued>

## Activity Choices

### Tops & Bottoms Poster

Give each child a picture card. Tell kids that the line on the poster represents the surface of the soil. Have the children tape the pictures above or below the line. Gently correct any misplaced pictures.

### Tops & Bottoms, Heads & Toes

Explain to the children that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will touch their hands to their heads if the food is "tops," or touch their hands to their toes if the food is "bottoms." Demonstrate a few times for the children, holding up a picture and touching your head or your toes according to the part of the plant. Once children understand the instructions, begin the game.

### Tops & Bottoms Movement Game

Move children to the playground (or another open area where they may run freely). Explain that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will run (or walk, or skip, or jump) into the area of the playground designated as "Tops" or the area designated as "Bottoms," depending on which part of the plant the food comes from. Demonstrate a few times for the children, holding up a picture and having them follow you into the appropriate area. Once children understand the instructions, begin the game.

## Food Culture

# Exploring Tables Around the World

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules
- Recognize that foods eaten differ among families, cultures, and special occasions

## Child Development and Early Learning Objectives

Children will:

- Help, share, and cooperate in a group
- Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities
- Understand similarities and respect differences among people
- Identify personal and family structure

## Materials

- A variety of books that explore food and culture (see list of Recommended Books)
- Serveware or decorations that can be used to illustrate different cultural traditions
- Fabrics from different cultures

## With Kids

1. Read aloud books that explore food and culture. Tie them to meals that children will soon eat.
2. Prepare foods that build on the cultural discussions. Introduce children to foods from around the world. Use appropriate cultural items to serve the foods, such as chop sticks, bowls for soup, a container for warming tortillas, or a teapot with teacups.
3. Allow children to decorate their table or establish rituals based on the stories they have read. Let them share ideas for making their tables special, and supply them with the materials to create cultural items.
4. As you discuss different cultures or prepare to share cultural meals, use fabrics representative of each culture. Fabrics can be draped over the table to decorate the eating area, or used to create clothing for kids to dress up in. Small pieces of various fabrics can be used as napkins, table runners, or belts.

### TIP:

- Invite parents to share foods, serveware, or table decorations from their cultures.



### Recommended Books:

- *Bread, Bread, Bread*, by Ann Morris and Ken Heyman
- *Come and Eat with Us!*, by Annie Kubler and Caroline Formby
- *A Corner/Let's Eat*, by Ana Zamorano, Susana Pasternac and Julie Vivas
- *Eating the Alphabet*, by Lois Ehlert
- *Everybody Bakes Bread*, by Norah Dooley and Peter J. Thornton
- *Everybody Cooks Rice*, by Norah Dooley and Peter J. Thornton
- *Everybody Serves Soup*, by Norah Dooley and Peter J. Thornton
- *How My Parents Learned to Eat*, by Ina R. Friedman and Allen Say
- *How to Make an Apple Pie and See the World*, by Marjorie Priceman
- *A Kwanzaa Celebration Pop-Up Book: Celebrating The Holiday With New Traditions And Feasts*, by Nancy Williams and Robert Sabuda
- *Mama Panya's Pancakes*, by Mary and Rich Chamberlin and Julia Cairns
- *Market Day*, by Lois Ehlert
- *The Tortilla Factory*, by Gary Paulsen and Ruth Paulsen
- *La Tortilleria*, by Gary Paulsen, Ruth Wright Paulsen and Gloria De Aragon Andujar



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# Safely Working With Kids in the Kitchen



**Recipes in this book include steps marked with the “little helping hand.”** These steps are good for kids, but help from adults may still be needed.

Use these tips to help kids safely build their skills doing common cooking tasks.

## Chopping

- The first few times you help children chop foods, stand behind them and guide their hands with yours.
- Softer foods will be easier for younger kids to chop with a serrated plastic knife or a table knife.

## Grating

- Help kids by placing one of your hands against the grater and your other hand over their hand holding the food.
- Watch their fingers carefully so that they don't get cut or scraped.

## Stirring and Mixing Ingredients

- Help kids stir thicker mixtures by placing your hand over their hand holding the spoon, while holding the bowl with your other hand.

## Cracking Eggs

- Many kids will need help cracking eggs until they get the hang of it. Show them how to gently tap the shell to crack the surface and use their thumbs to pull apart the shell.

## Rinsing Fresh Produce

- Rinsing is a great task for all ages, but adults may need to help with extra-dirty greens or heavier items.

## Measuring

- Introduce kids to measuring by showing them how to pour out ingredients you've already measured.
- Let them build confidence by measuring small amounts of dry ingredients before moving to wet ingredients.

## Peeling

- Show older kids how to safely angle a peeler downward to remove the skins from fruits or vegetables.
- With foods like oranges and onions, get kids started by lifting a piece of the skin so they can easily peel off the top layer by hand.

## Squeezing Citrus

- Cut citrus fruits into wedges and remove seeds so that kids can help squeeze out the juice. To make citrus fruit easier to juice, heat in the microwave for 15–20 seconds or roll the fruit on a counter or cutting board for 15 seconds before slicing.

# Cooking With Kids

Help kids develop a love of healthy foods by letting them help in the kitchen.

## Kids aged two and younger can:

- Play with plastic measuring cups, spoons, containers, or a bowl of water and a whisk
- Learn to say names and colors of foods being used
- Smell foods and, depending on the food, taste small amounts

As children get older, they can take on more responsibility.

## Let three-year-olds try to:

- Rinse and scrub fresh produce
- Tear, snap, or break foods
- Use a cookie cutter to cut shapes in dough
- Pluck fruits or leaves from stems
- Dip foods into dips
- Arrange foods on a plate
- Help stir ingredients together in a bowl



## Let four-year-olds try to:

- Measure ingredients
- Cut with a plastic or dull butter knife
- Squeeze juice from fruits
- Shake small containers, such as jars or zip-top bags, to mix ingredients



## Let five-year-olds try to:

- Help grate cheeses and vegetables
- Crack and beat eggs
- Peel oranges

## Kids can also help:

- Set and clear the table
- Clean up
- Get ingredients and equipment out and put them away

# Banana Pudding in a Bag







Kids will love mashing these tasty ingredients together in the bag.

*Virginia Cooperative Extension*

## Ingredients

- ½ cup low-fat granola
- 3 medium bananas
- ½ cup applesauce, unsweetened
- ½ cup nonfat vanilla yogurt

## Directions Have kids help with the steps marked with the "little helping hand"!

-  1. Measure and place granola inside large zip-top plastic bag. Squeeze any air out of bag before sealing. Lightly crush the granola using a can or the bottom of a pan.
-  2. Peel bananas and use your fingers to break them up, in about 1-inch pieces, into the bag of crushed granola.
-  3. Measure and add the applesauce and yogurt to the banana mixture in the bag.
-  4. Close the bag again, pressing out any extra air before sealing.
-  5. Use your fingers to squish and mash the ingredients together until they're well blended.
-  6. Pour the mixture into a bowl. Let pudding chill inside the refrigerator until ready to serve.

## Chef's Notes

- Let kids take turns passing the bag around and mashing the ingredients together, then let them share the contents. One bag makes enough for 4 children.
- Use only ripe bananas. Greener bananas will not mash easily by hand.

### CACFP CREDITING

FOR 3- TO 5-YEAR-OLDS

#### SNACK — 4 servings

Must include *at least 2* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

#### LUNCH/SUPPER — 8 servings

Must include *all* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

To complete the CACFP meal requirements, I can also serve:

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# Banana Quesadillas

Fold sliced bananas into whole-wheat quesadillas layered with a creamy peanut butter mixture for a delicious breakfast, snack, or dessert.

*Chef Lauren Klatsky • Boston, Mass.*

## Ingredients

2 Tablespoons creamy peanut butter  
 4 Tablespoons low-fat cream cheese  
 1½ teaspoons honey  
 ¼ teaspoon ground cinnamon  
 4 (8-inch) whole wheat flour tortillas  
 3 ripe bananas  
 Non-stick cooking spray

## Directions Have kids help with the steps marked with the "little helping hand"!

1. In a small mixing bowl, measure and stir together peanut butter, cream cheese, honey, and cinnamon.
2. Lay tortillas flat. Spread 1½ Tablespoons of the peanut butter mixture on half of each tortilla.
3. Peel bananas and cut them into ¼-inch-thick slices.
4. Measure and lay ¾ cup banana slices, in a single layer, over peanut butter mixture on each tortilla.
5. Fold each tortilla in half to enclose filling.
6. Coat a frying pan with non-stick cooking spray. Heat over medium-high heat.
7. Place tortillas in hot frying pan. Cook for 1–2 minutes on each side or until golden brown.

## Chef's Notes

- Let cream cheese soften at room temperature for 5–10 minutes for easier blending.

### CACFP CREDITING

FOR 3- TO 5-YEAR-OLDS

#### SNACK — 4 servings

Must include *at least 2* of the following components:

Grain/Bread   
 Fruit/Vegetable   
 Milk   
 Meat/Meat Alternative

#### BREAKFAST — 4 servings

Must include *all* of the following components:

Grain/Bread   
 Fruit/Vegetable   
 Milk

To complete the CACFP meal requirements, I can also serve:

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# Bow Tie Pasta With Zucchini Sauce

Kids will love the bow tie shape of the pasta and the sweet taste of the grated zucchini.

Lynn Fredericks, FamilyCook Productions





## Ingredients

1½ cups whole wheat  
bow tie pasta  
1 small clove garlic  
2 medium zucchini  
1 Tablespoon canola oil  
½ cup Parmesan cheese,  
grated  
¼ teaspoon salt  
Pinch ground black pepper

## Directions

Have kids help with the steps marked with the "little helping hand"!

1. Cook pasta according to package instructions. Prepare the zucchini sauce while pasta is cooking.
2. Peel and mince the garlic clove.
-  3. Rinse and then grate the zucchini over a bowl or plate. Measure 2 cups of grated zucchini.
4. In a medium skillet, heat the canola oil and add the zucchini and minced garlic. Cook over low heat until the mixture softens, and zucchini yields some liquid (about 5 minutes).
5. While the zucchini is cooking, check the pasta. When it is just cooked through and not too soft, drain the pasta and reserve ½ cup of the cooking liquid in a small bowl. Add 1–2 teaspoons of the cooking liquid to the zucchini while it is still cooking. This will help make the sauce.
6. Add the pasta to the zucchini, adding more reserved pasta water as necessary. Heat over medium heat until evenly warmed (1–2 minutes), stirring to make sure the sauce is distributed. Place pasta in a large serving bowl.
-  7. Sprinkle grated Parmesan over the pasta.
8. Season the pasta and zucchini with salt and pepper to taste.

## CACFP CREDITING

FOR 3- TO 5-YEAR-OLDS

### SNACK — 6 servings

Must include *at least 2* of the following components:

Grain/Bread   
Fruit/Vegetable   
Milk   
Meat/Meat Alternative

### LUNCH/SUPPER — 6 servings

Must include *all* of the following components:

Grain/Bread   
Fruit/Vegetable    
Milk   
Meat/Meat Alternative

To complete the CACFP meal requirements, I can also serve:

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## Chef's Notes

- You can use yellow squash in place of the zucchini, or use a combination of both.
- To shorten the recipe preparation time, you can grate the zucchini in advance and keep refrigerated until you're ready to cook the pasta.
- Try using different shapes of pasta.
- This recipe can be made in an electric skillet if your classroom does not have access to a stove. Cook the pasta in the electric skillet until it is just al dente, then unplug the skillet and carefully drain, reserving ½ cup of the cooking liquid. Set aside. When it is cool enough to touch, wipe out the skillet with some clean paper towels, and cook the vegetables and the remaining ingredients as directed.

# Chocolate Strawberry French Toast

Cinnamon and real strawberries help make breakfast a little sweeter in this recipe.

**Chef Randy Emert • Detroit, Mich.**






## Ingredients

- 1 large egg
- ½ cup low-fat chocolate milk
- 1 teaspoon ground cinnamon
- 8 medium strawberries
- Non-stick cooking spray
- 4 slices whole wheat bread

### Special Materials

Whisk

## Directions Have kids help with the steps marked with the "little helping hand"!

-  1. Crack egg into a medium bowl and beat with a fork or whisk until blended.
-  2. Measure and add chocolate milk and cinnamon to egg. Beat about 1 more minute.
-  3. Rinse strawberries and cut off leafy tops. Cut berries lengthwise into thin slices.
4. Coat a large frying pan with non-stick cooking spray and heat over medium heat.
5. Cut bread slices in half.
-  6. Quickly dip 1 piece of bread in egg mixture and flip bread over to coat both sides.
7. Remove bread from egg mixture, shaking off any excess egg coating. Quickly place it in the frying pan.
8. Cook until golden brown, about 2–3 minutes on each side. Remove from pan.
9. Repeat steps 6–8 until each piece of bread has been cooked.
-  10. Top each piece of bread with 3 Tablespoons sliced strawberries.

## Chef's Notes

- Replace chocolate milk with low-fat regular milk, if you like.
- Top with fruit preserves, honey, or additional fresh, frozen, or canned fruit.
- Make sure to wash your hands and kids' hands thoroughly after dipping bread in the raw egg coating.

### CACFP CREDITING

FOR 3- TO 5-YEAR-OLDS

#### BREAKFAST — 8 servings

Must include *all* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk

#### SNACK — 8 servings

Must include *at least 2* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

To complete the CACFP meal requirements, I can also serve:

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# Guacamole

Kids will love the bright green color and creamy taste of this delicious dip.







## Ingredients

- ¼ red onion
- 1 medium clove garlic
- 2 plum tomatoes
- 1 medium lime
- 2 medium, ripe avocados
- ¼ teaspoon salt
- ¼ cup fresh cilantro leaves

### Optional Ingredients

- ½ teaspoon ground cumin

## Directions Have kids help with the steps marked with the "little helping hand"!

-  1. Peel onion and garlic clove. Rinse tomatoes.
2. Mince onion and garlic. Dice tomatoes into ¼-inch pieces.
3. Rinse lime, cut in half, and squeeze juice from each half into a mixing bowl.
4. Cut the avocados in half, remove the pits, and use a large spoon to scoop out the flesh into the mixing bowl.
-  5. Measure and add salt to avocado. Optional: Add cumin. Mash everything together well with a fork.
-  6. Rinse the cilantro leaves and remove from the stems. Tear the leaves into small pieces.
-  7. Add the cilantro, onion, garlic, and tomatoes to the avocado mixture and stir well.

## Chef's Notes

- Serve as a dip with whole grain pita wedges or fresh vegetables such as carrot sticks, broccoli florets, celery sticks, or turnip sticks.
- The lime keeps the avocados from turning brown, so it tastes and looks great for a couple of days if kept in a sealed container in the refrigerator.
- When you are short on time, simply scoop the avocado from its skin, squirt some lemon or lime juice over it, and mash the avocado with a fork. Season with salt to taste. Serve on crackers or sliced cucumber.

### CACFP CREDITING

FOR 3- TO 5-YEAR-OLDS

#### SNACK — 12 servings

Must include *at least 2* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

To complete the CACFP meal requirements, I can also serve:

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## Mini Pizzas

These quick and simple pizzas offer kids a tasty meal with ingredients from several food groups. Let kids choose which veggie toppings they want to use.

### Ingredients

- 6 English muffins, whole grain
- 1 medium red or green bell pepper
- ½ pound button mushrooms
- 1 large tomato
- 4-ounce chunk mozzarella cheese
- 1 Tablespoon canola oil
- 1 (8-ounce) can tomato sauce, no salt added
- 12 (2-inch diameter) turkey pepperoni slices

### Directions Have kids help with the steps marked with the "little helping hand!"

1. Preheat oven to 450°F.
2. Split English muffins. Place them on a baking sheet and bake for 10 minutes, until edges are lightly browned. Remove and set aside.
-  3. Rinse pepper, mushrooms, and tomato.
4. Remove core and cut pepper into thin slices. Slice mushrooms ¼-inch thick. Remove core and dice tomato into ¼-inch pieces.
-  5. Grate mozzarella cheese into a medium bowl.
6. Heat a large skillet over medium heat, add canola oil, and sauté peppers and mushrooms together for 5 minutes. Drain vegetables in a colander for 2 minutes. Transfer to a medium mixing bowl.
-  7. Add diced tomatoes to vegetables. Stir to combine.
-  8. Spoon 1 Tablespoon of canned tomato sauce over each muffin half, coating evenly.
-  9. Layer vegetables and pepperoni slices evenly over the sauce, using 1 pepperoni slice per muffin half.
-  10. Sprinkle shredded cheese evenly over vegetables and pepperoni.
11. Bake muffins for 6–8 minutes, or until cheese is melted and bubbly.
12. Let mini pizzas cool for 2 minutes before serving.

### Chef's Notes

- Try substituting mini pitas for English muffins.
- Try topping with other combinations of chopped, cooked vegetables, such as broccoli, onions, or spinach.
- Before spreading the tomato sauce onto the muffins, mix ½ teaspoon of favorite dried herbs, such as oregano, thyme, or parsley, into the sauce.

#### CACFP CREDITING FOR 3- TO 5-YEAR-OLDS

##### LUNCH/SUPPER — 12 servings

Must include *all* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

To complete the CACFP meal requirements, I can also serve:

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# Orange Oatmeal Pancakes

Whole wheat flour and oatmeal make these pancakes a hearty and healthy choice for breakfast. Kids love to watch the pancakes bubble as they cook.

## Ingredients

½ cup all-purpose flour  
 ½ cup whole wheat flour  
 ½ cup quick oats  
 1 Tablespoon baking powder  
 ¼ teaspoon salt  
 1 large egg  
 ½ cup nonfat milk  
 ¾ cup orange juice  
 2 Tablespoons canola oil  
 Non-stick cooking spray

## Directions Have kids help with the steps marked with the "little helping hand"!

-  1. In a large bowl, measure and combine flours, oats, baking powder, and salt. Mix well.
-  2. Crack egg into another bowl, and beat lightly with a fork.
-  3. Measure and add milk, orange juice, and canola oil to egg and mix well.
4. Coat griddle or frying pan with non-stick cooking spray. Heat frying pan over medium-high heat.
-  5. Add wet ingredients to dry ingredients. Stir just until dry ingredients are moistened. Do not overmix.
6. Pour ¼ cup batter into hot pan for each pancake. Adjust heat as needed to avoid burning.
7. Flip pancakes when bubbles appear on top of the batter and the edges are slightly browned. Cook until second side is slightly browned.
8. Serve warm.

## Chef's Notes

- If using an electric griddle instead of a frying pan, preheat to 375°F before using.
- Chop and add 3 Tablespoons of kids' favorite nuts, if no one is allergic to them.
- Top with mixed berries, sliced bananas, maple syrup, jam, jelly, or fruit preserves.
- For a nutty taste, substitute buckwheat flour for the whole wheat flour.

### CACFP CREDITING

FOR 3- TO 5-YEAR-OLDS

#### BREAKFAST — 10 servings

Must include *all* of the following components:

Grain/Bread   
 Fruit/Vegetable   
 Milk

To complete the CACFP meal requirements, I can also serve:

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## Tuna Boats

This recipe gives children lots of opportunities to practice fine motor skills while they make a delicious snack they can eat with their hands! The mild taste of cucumbers appeals to kids, and the combination of tuna and beans is unexpectedly delicious.

### Ingredients

- 2 large cucumbers\*
- 1 lemon
- 2 green onions
- 1 (6-ounce) can low-sodium tuna in water
- 1 (15½-ounce) can white cannellini beans
- 2 Tablespoons canola oil
- ½ teaspoon salt
- ¼ teaspoon ground black pepper

\*Cucumbers must be at least 11 ounces each to meet the CACFP vegetable component requirement for 1 serving.

### Directions

Have kids help with the steps marked with the "little helping hand"!

1. Rinse cucumbers, lemon, and green onions.
2. Cut cucumbers in half lengthwise, then cut in half crosswise, for a total of 8 pieces. Leaving about ¼-inch of the cut end intact, use a small spoon to scoop out the seeds to form a cavity for the filling.
3. Cut lemon in half.
4. Squeeze juice from each lemon half into a small bowl, discarding seeds.
5. Chop green onions.
6. Drain the tuna.
7. Using a colander, drain and rinse the beans.
8. Place beans in a medium bowl and mash lightly with a fork.
9. Measure and add 2 Tablespoons of the reserved lemon juice, oil, salt, and pepper, along with the green onions, to the mashed beans.
10. Use a fork to break up the tuna into smaller flakes. Add to the bowl. Mix all ingredients together until well blended.
11. Fill each cucumber "boat" with ½ of the tuna mixture. Serve.

### Chef's Notes

- Try canned salmon packed in water or canned chicken instead of tuna.
- Try substituting a different type of beans for the cannellini, such as other white beans (e.g., Great Northern beans) or black beans.

### CACFP CREDITING

FOR 3- TO 5-YEAR-OLDS

#### SNACK — 8 servings

Must include *at least 2* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

To complete the CACFP meal requirements, I can also serve:

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# Veggie and Turkey Wrap

A pinwheel shape adds whimsy to this colorful, easy-to-make dish.









Lynn Fredericks, FamilyCook Productions



## Ingredients

- 1 large, ripe avocado
- 1 lemon
- 3 sprigs fresh herbs (parsley, dill, cilantro, or combination)
- 1 cup salad greens
- 1 small turnip
- 4 large radishes
- 1 small carrot
- 4 ounces Monterey Jack or other cheese
- 3 (10-inch) whole wheat flour tortillas
- 5 ounces thinly sliced roasted turkey
- Pinch of salt

## Directions Have kids help with the steps marked with the "little helping hand"!

1. Slice the avocado lengthwise, remove pit, and scoop out the avocado into a small bowl.
-  2. Use a fork to mash the avocado.
-  3. Rinse lemon and cut in half, removing seeds. Squeeze a little lemon juice onto the avocado. Stir.
-  4. Rinse herbs and pluck leaves off stems. Tear leaves into smaller pieces, add to mashed avocado. Stir.
-  5. Scrub and rinse the turnip, radishes, and carrot. Rinse the salad greens and pat all the vegetables dry.
-  6. Grate the root vegetables into a large mixing bowl.
-  7. Grate the cheese into a small bowl.
8. Warm 1 tortilla in the microwave for 30 seconds, or longer if necessary.
-  9. Place the warmed tortilla on a cutting board. Spread  $\frac{1}{3}$  of the mashed avocado over the center of the tortilla. Layer with  $\frac{1}{3}$  of the salad greens,  $\frac{1}{3}$  of the grated vegetables,  $\frac{1}{3}$  of the cheese, and top with  $\frac{1}{3}$  of the turkey.
-  10. Squeeze some lemon juice over the sandwich.
11. Season lightly with a small amount of the salt. Roll the tortilla tightly into a log shape. Use a sharp knife to slice the wrap into four "pinwheels." Repeat layering of the ingredients with each of the additional tortillas, roll into logs, and slice. You will end up with a total of 12 pinwheels.

### CACFP CREDITING FOR 3- TO 5-YEAR-OLDS

#### SNACK — 6 servings

Must include *at least 2* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

#### LUNCH/SUPPER — 6 servings

Must include *all* of the following components:

- Grain/Bread
- Fruit/Vegetable
- Milk
- Meat/Meat Alternative

To complete the CACFP meal requirements, I can also serve:

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## Chef's Notes

- If working with younger children, substitute cucumbers in place of the turnips for easier grating.
- It is not necessary to peel most root veggies (except potatoes) when you slice or grate them.
- Ask children for ideas for other veggies to add, or use this wrap recipe as an opportunity to introduce new vegetables.

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**Leaf**



**Root**

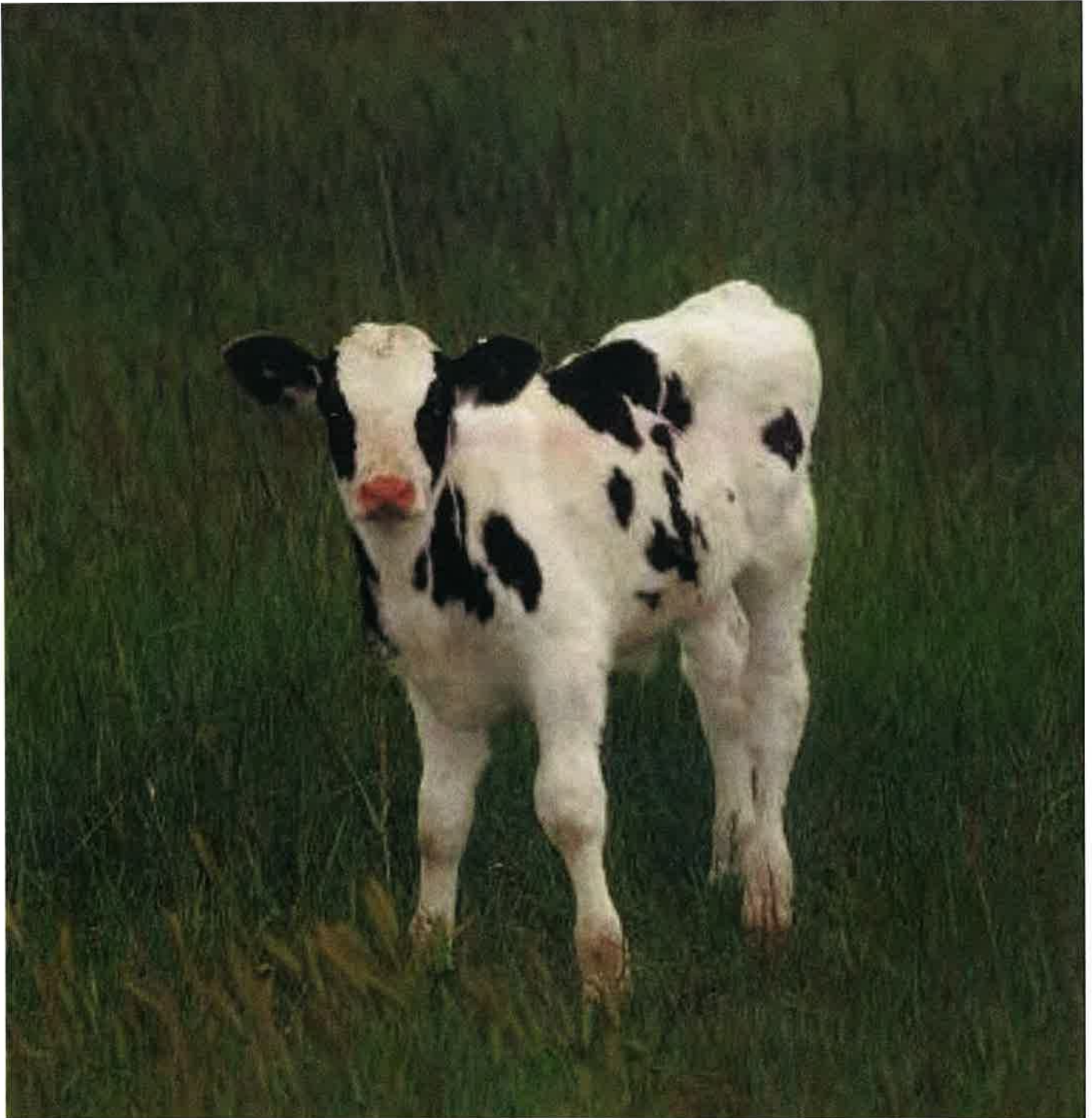


**Tree**



**Stem**

E.7



**Cow**

E.7



**Chicken**





**Cheese**



**Yogurt**



**Carrots**



**Tomato**



**Apple**



**Eggs**



**Lettuce**



**Broccoli**



Celery



Spinach



Chicken Drumstick



Tortilla



Orange



Bread



Milk



Peach



Rice



Sandwich



Taco



Salad



Toast



Scrambled Eggs



Steamed  
Vegetables



Pasta



Potatoes



Onion



Radish



Garlic



Sweet Potatoes

Image courtesy of SOMMAI / FreeDigitalPhotos.net



Banana



Corn



Watermelon





Transforming Our Community's Health  
Making Dairy Count for Kids

Dear Parent:

Your child has been learning about making healthier dairy choices and where dairy foods come from.

Your child has learned that healthy children age two and older should drink fat-free milk. Don't worry if your child is lactose intolerant, lactose-free milks also come in a fat-free version.

Fat-free milk has the same amount of protein and calcium without the extra fat or calories from whole or reduced fat milk. These extra calories and fat are important for children ages 1-2 years old but after the age of 2, children no longer need these additions.

Parents are important role models. You can help your child choose and develop positive healthy habits by choosing fat-free milk and dairy products for yourself and children over the age of 2. Help your kids grow strong and "Moove" over to fat-free milk at meals.

For more resources and ideas check out the attached handout and visit: [www.MyPlate.gov](http://www.MyPlate.gov)

**Children over the age of 2  
no longer need the extra  
calories and fat from  
whole milk.**

**Switch to Fat-free milk!**

Sincerely,

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



Transforming Our Community's Health

## Why choose Fat-free milk and Reduced-fat yogurt and cheeses?

- ✓ **FEWER CALORIES AND GREAT TASTE!** Fat-free dairy has less fat and fewer calories than whole or reduced fat dairy, both have the same amount of calcium.
- ✓ **CALCIUM!** Calcium is important for your bones and children's bones. If your body does not have enough calcium it will take it from your bones. This can make bones weak and lead to osteoporosis (a disease where bones become fragile and break). Help your kids grow strong. Serve fat-free milk, reduced fat cheese and low fat yogurts at meals.
- ✓ **DIETS LOW IN SATURATED FATS ARE HEALTHIER.** Decreasing saturated fat which mainly comes from animal based foods such as beef, chicken, pork and dairy products, may reduce the risk of some cancers and prevent heart disease.

### Make the switch to fat free milk and reduced fat yogurt and cheese

1. Gradually make a change in the type of milk you and your family drinks. Keep switching the type until you reach the fat-free level.
2. Use fat-free milk, reduced fat cheese and reduced fat yogurt when cooking and baking.
3. Serve fat-free milk extra cold to encouraged

### The 2010 Dietary Guidelines for Americans recommend that healthy people age 2 and older should eat or drink fat-free dairy as a part of a healthy diet.

Ages 2-3: 2 cups of fat-free milk or reduced fat dairy every day.

Ages 4-8: 2 ½ cups of fat-free milk or reduced fat dairy every day.

Ages 9-18: 3 cups of fat-free milk or reduced fat dairy every day.

Made possible with funding from the Centers for Disease Control and Prevention.

#### Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

# TOUCH

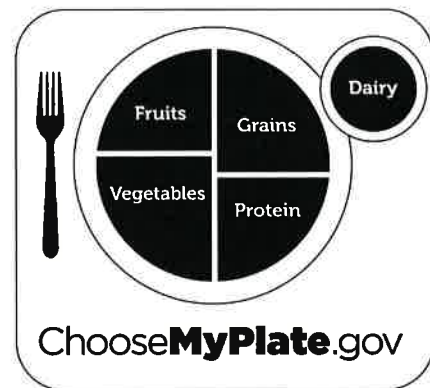
## Transforming Our Community's Health My Plate Snack Tips for Parents

Dear Parent:

Your child has been learning about the five food groups of MyPlate and identifying foods that belong in each group. We have been discussing how eating healthy foods and being active every day is important for strong bodies.

MyPlate focuses on eating a variety of foods from each food group throughout the day. Each food group by itself provides some, but not all, of the nutrients and energy children need. This is why variety is the key to planning meals using MyPlate. The foods we offer children each day should include choices from all 5 food groups:

1. Grains: Choose brown grains over white grains.
2. Fruits: Choose a rainbow of colors of fruit.
3. Vegetables: Dark greens to light greens, oranges and yellows provide beneficial vitamins, minerals and fiber.
4. Dairy: Children over the age of 2 years old should choose fat-free milk and low fat cheese and yogurt products.
5. Protein: Choose lean cuts of beef, chicken and pork and consider other protein sources such as beans, eggs, nuts, seeds and soy products.



Young children's appetites can vary widely from day to day, depending on how fast they are growing and how active they are. No one food group is more important than another. Meals and snacks should also include different choices within each food group.

*You play a major role in teaching your child how to develop healthful habits that will last a lifetime. Children learn from watching you, so eat fruits and veggies and they will too!*

For more information on My Plate visit: [www.Myplate.gov](http://www.Myplate.gov)

Sincerely,

Made possible with funding from the Centers for Disease Control and Prevention.

Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

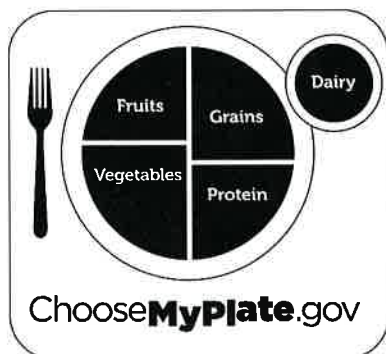
# TOUCH

## Transforming Our Community's Health Taking My Plate Home

Food shopping can be a fun family event!

- ❖ **Start the task before you leave for the store and make a family grocery list.**
- ❖ **Make it an adventure.** While you are at the store have the child pick out a new fruit or vegetable to try that week. Play “pick and seek” by picking a new whole grain to add to the dinner list and seeking it out in the store.
- ❖ **Find a farmers market, community garden or green market.** Seek out your local farmers market to find fresh inexpensive produce as well as teaching your children about where food comes from.
- ❖ **Try to incorporate each part of the MyPlate in each shopping experience by including fruits, vegetables, grains, protein and dairy.**

Consider the following:



- **Everyone wants to have strong bones and teeth** so don't forget your calcium-rich foods like low-fat yogurt, fat-free milk and reduced fat cheeses.
- **Go lean with protein.** Choose lean and low fat meats, chicken, turkey and fish. Add more beans, nuts, seeds, soy foods, eggs and lean dairy products.
- **Choose healthy fats** like fish, nuts and seeds. When you cook use liquid oils such as canola and olive oil.
- **Choose a rainbow of colors** when choosing fruits and vegetables.

### Snacking

- ❖ **Kids love to snack.** Have snacks ready and easily accessible in the pantry or refrigerator.
- ❖ **Rethink your drink!** Try reducing extra calories by avoiding juices and sugary drinks during snack time. Choose water or fat-free milk.

### Be active every day!

- ❖ Be a good remodel for your children and find fun ways to be active every day.
- ❖ Take a walk after dinner and bond with the family.
- ❖ Dance with your children or do an exercise video.
- ❖ Play backyard Olympics or relay races.
- ❖ Take the stairs or park your car a little further away from the building.

Made possible with funding from the Centers for Disease Control and Prevention.

#### Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



## Transforming Our Community's Health Snack Parent Letter

### Dear Parent:

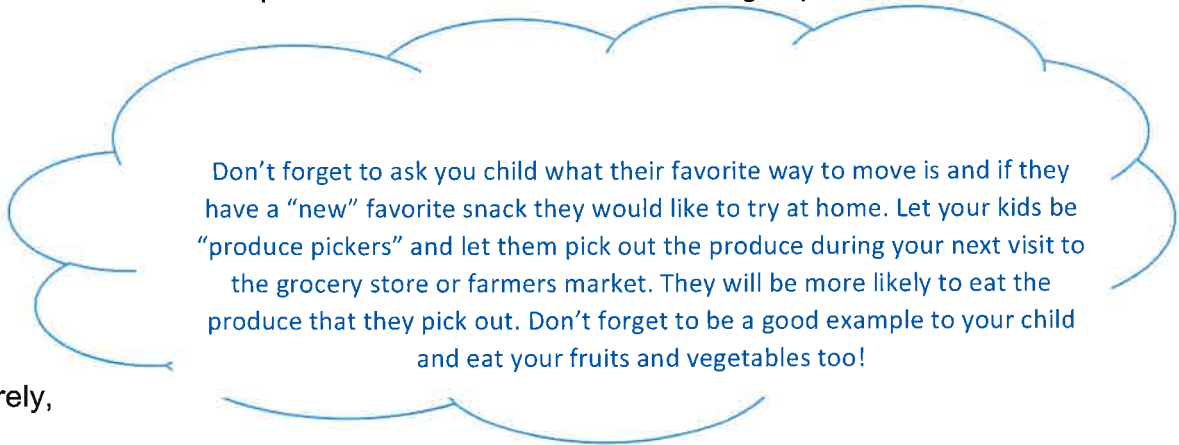
Your child has been learning about healthy snacks and being active from our classroom lessons. We have been focusing on eating fruits, vegetables and other healthy foods for snacks. We have been learning about the importance of physical activity and how, along with healthy eating, it makes our bodies healthy and strong. Below are some of the things we have been learning about:

### Snacking Smart

- Eating fruits and vegetables (at least 5 servings per day) will make our bodies healthy and strong.
- Fruits and vegetables are one of the best foods we can eat because they provide our body with energy and fiber.
- Fruits and vegetables can be found at the grocery store, farmers markets and community gardens.
- The best way to eat fruits and vegetables is fresh but frozen and canned are alternatives that contribute to a healthy diet.

### Moving More

- We talked about our favorite ways to move and be active. It is important to share your favorite way to be active with your child.
- We stretched and flexed our arms and legs to show how strong they are and then felt our heart beat stronger because we were moving.
- We made up different movements like marching in place to music.



Don't forget to ask your child what their favorite way to move is and if they have a "new" favorite snack they would like to try at home. Let your kids be "produce pickers" and let them pick out the produce during your next visit to the grocery store or farmers market. They will be more likely to eat the produce that they pick out. Don't forget to be a good example to your child and eat your fruits and vegetables too!

Sincerely,

Made possible with funding from the Centers for Disease Control and Prevention.

### Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

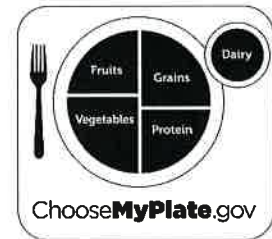
# TOUCH

## Transforming Our Community's Health Fruits and Vegetables Parent letter

Dear Parent:

Your child has been learning about the importance of eating fruits and vegetables every day from our classroom lessons.

We have learned about a variety of fruits and vegetables and where you can find fruits and vegetables (grocery stores, farmers markets etc.) There are 2 sections on the MyPlate that encourage fruits and vegetables at every meal or snack.



One great way to enjoy many of Florida's vegetables and fruits is to grow them as a family. While you're together you have a chance to explain the life cycle of a seed or discuss the different bugs you might find in a garden. It's in the storytelling that kids learn about gardening and the world. Visit the library or websites such as the National Gardening Association ([www.garden.org](http://www.garden.org)) to learn more about gardening and growing fruits and vegetables.

If you are not into gardening or maybe do not have the room for a garden, explore farmers markets and community gardens to point out the local produce and talk to farmers and producers.

Making sure your children enjoy different types of vegetables and fruits every day is vital to building strong bodies and encouraging healthy eating habits. Remember, children look to you as a role model, so it's important for you to eat these healthy foods as well!

Sincerely,

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

# A plant based diet is good for you!



Nutritionists and doctors agree that a plant-based diet is great for your health. Vegetables, fruits and other plant foods are rich sources of antioxidant vitamins and minerals. Antioxidants help protect your body's cells from damage. A plant based diet will help you and your children prevent cancer, heart disease, stroke, diabetes and other diseases! A plant-based diet is also lower in calories and can help you and your children maintain a healthy weight.

But what exactly is a plant based diet? Your family does not have to necessarily become vegetarian. The idea is to increase the amount of plant foods your family eats every day. Fill at least two thirds of the plates with plant foods and one-third or less with lean meat, poultry, fish or low fat dairy foods. At breakfast, top cereal with bananas or peaches; add blueberries to pancakes. At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. At dinner, add crushed pineapple to coleslaw; include mandarin oranges in a tossed salad and have a fruit salad for dessert.

Add flavor to your vegetables so it is easier for you, and especially your kids, to eat more of them. You can top corn or black beans with salsa, add garlic to mashed potatoes and add a dash of nutmeg to spinach dishes. You can also add chopped onions to cooked peas, add sliced or diced vegetables to meatloaf, stews, or scrambled eggs, and make grated carrot salad. Try cooking zucchini and stewed tomatoes together, mixing green beans, Italian dressing, and almonds together and stir frying broccoli with chicken or beef! The possibilities become endless because there are so many delicious fruits and vegetables to choose from. Always remember to try to stick with fruits and vegetables that are in season because they will be fresher, higher in nutrition and cheaper!

## Easy Stir-Fried Chicken and Vegetables

- 1 pound chicken breast strips
- 1 tbsp. canola oil
- 4 cups spring vegetables of your choice
- 1 1/2 cups low sodium or homemade chicken broth
- 3 tbsp. low sodium soy sauce
- 3 tbsp. cornstarch
- 2 tsp. brown sugar
- 1 1/2 cups cooked rice



Stir-fry chicken in hot oil in large skillet until brown. Add vegetables; stir until done. Mix broth, soy, cornstarch and sugar. Add to skillet. Boil, continue for 2 minutes. Serve chicken mixture over hot rice.

*Adapted from: <http://www.ars.usda.gov>, [cooks.com](http://cooks.com)*



*Made possible with funding from the Centers for Disease Control and Prevention.*

## Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



## Transforming Our Community's Health Physical Activity Parent Letter

Dear Parent:

Your child has been learning about the health benefits of physical activity in our classroom lessons. We have learned about many different types of physical activity and the importance of eating healthy foods.

It is easier to be healthy adults if we were active children. To ensure this, these lifelong lessons can be started today! Children learn from watching the adults in their lives. Eat fruits and veggies and they will too!

Is your family physically active? The recommended guideline is to be physically active for 30-60 minutes per day, every day.

It's easy to start and you can follow some of these simple steps towards improving your family's health:

- Take walks after dinner.
- Use fat-free milk instead of whole milk.
- Avoid food portions larger than your fist.
- Carry your groceries to your car instead of pushing a cart.
- Have children help make a healthy recipe like fruit kabobs.
- Let your kids be "produce pickers"- help them pick fruits and vegetables at the store or farmers market.
- Plant a garden.
- Don't skip breakfast prepare it the night before, if necessary.
- Play music and dance and move around.
- Limit television and screen time to less than 2 hours per day.

*Pick something your entire family enjoys and keep moving!*

Sincerely,

Made possible with funding from the Centers for Disease Control and Prevention.

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



# 10 tips

Nutrition  
Education Series

# be an active family

## 10 tips for becoming more active as a family



**Physical activity is important for children and adults of all ages.** Being active as a family can benefit everyone. Adults need 2½ hours a week of physical activity, and children need 60 minutes a day. Follow these tips to add more activity to your family's busy schedule.

### 1 set specific activity times

Determine time slots throughout the week when the whole family is available. Devote a few of these times to physical activity. Try doing something active after dinner or begin the weekend with a Saturday morning walk.



### 2 plan ahead and track your progress

Write your activity plans on a family calendar. Let the kids help in planning the activities. Allow them to check it off after completing each activity.

### 3 include work around the house

Involve the kids in yard work and other active chores around the house. Have them help you with raking, weeding, planting, or vacuuming.



### 4 use what is available

Plan activities that require little or no equipment or facilities. Examples include walking, jogging, jumping rope, playing tag, and dancing. Find out what programs your community recreation center offers for free or minimal charge.

### 5 build new skills

Enroll the kids in classes they might enjoy such as gymnastics, dance, or tennis. Help them practice. This will keep things fun and interesting, and introduce new skills!

### 6 plan for all weather conditions

Choose some activities that do not depend on the weather conditions. Try mall walking, indoor swimming, or active video games. Enjoy outdoor activities as a bonus whenever the weather is nice.

### 7 turn off the TV

Set a rule that no one can spend longer than 2 hours per day playing video games, watching TV, and using the computer (except for school work). Instead of a TV show, play an active family game, dance to favorite music, or go for a walk.

### 8 start small

Begin by introducing one new family activity and add more when you feel everyone is ready. Take the dog for a longer walk, play another ball game, or go to an additional exercise class.



### 9 include other families

Invite others to join your family activities. This is a great way for you and your kids to spend time with friends while being physically active. Plan parties with active games such as bowling or an obstacle course, sign up for family programs at the YMCA, or join a recreational club.



### 10 treat the family with fun physical activity

When it is time to celebrate as a family, do something active as a reward. Plan a trip to the zoo, park, or lake to treat the family.



United States  
Department of  
Agriculture

Go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)  
for more information.

DG TipSheet No. 29  
April 2013  
Center for Nutrition Policy and Promotion  
USDA is an equal opportunity provider and employer.

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# Encourage your family to be active!

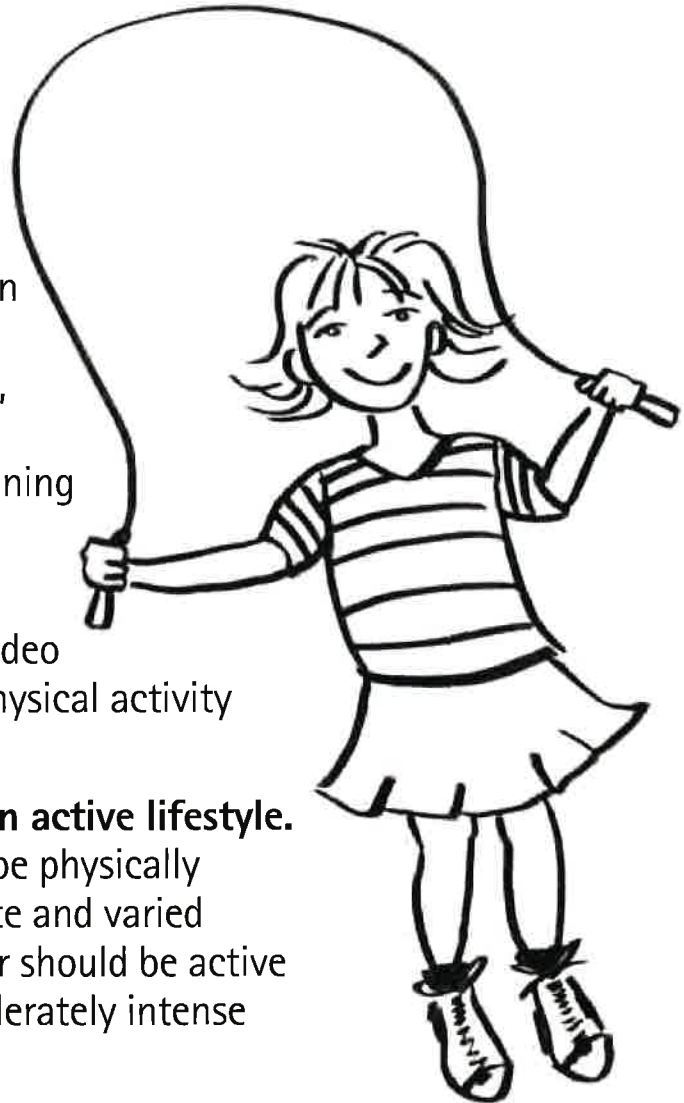
## **Physical activity is good for growing children.**

It keeps their bodies strong, makes them feel better, increases flexibility, and helps them maintain a healthy weight. Physical activity helps children develop social skills, such as taking turns, sharing, cooperating, and dealing with winning and losing.

Reducing sedentary time, like watching television and playing video games can increase your child's physical activity level.

## **Be a good role model by living an active lifestyle.**

Provide children opportunities to be physically active every day in age-appropriate and varied activities. Children age 2 and older should be active for at least 60 minutes a day. Moderately intense and fun activities are best.



**Your child's involvement in sports and exercise today may help to avoid health problems later.**

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### Reference:

Florida Department of Health. 2012. Lesson 4: I have a healthy body. *A dozen ways to be healthy* (pp. 53-65). Retrieved from [http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/\\_documents/lesson-plans/lesson4.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/_documents/lesson-plans/lesson4.pdf)

# A Healthy Celebration!

Having children means attending countless birthdays, holiday parties, family gatherings and other fun activities. However, these activities are also filled with FOOD! How can we keep our healthy eating habits and still celebrate with our friends and family? Here are some tips:

1. Take time for an extra 15-30 minute family walk the day of the party.
2. At the party, if you have an option, choose a small plate to serve yourself and your children less food.
3. Pick healthier options for your kids! Fill your plates with vegetables, salads and whole grains before other foods. Choose lean proteins such as fish and grilled chicken when available. Beware of high calorie extras such as cheese sauces, gravies and other sauces.
4. Avoid the snack bar. If you want to have a snack, choose vegetables and fruit if available.
5. Choose water and, when water is not available, choose 100% juice to drink for your children. No sodas or sweetened beverages.
6. Keep an eye on those portion sizes! Remember  $\frac{1}{4}$  cup for children and  $\frac{1}{2}$  cup or the size of a small fist for you of rice or potatoes,  $\frac{1}{2}$  a deck of cards for your kids or a deck of cards for you of turkey or ham, and other proteins. Keep the pie and cake slices thin!

## Spiced Cupcakes

Everyone LOVES a good cupcake, and these are healthier alternative and full of flavors!

### Ingredients:

1-1/2 cup all-purpose flour  
 1 cup whole wheat flour  
 2/3 cup sugar  
 2-1/2 teaspoon baking soda  
 1 teaspoon ground ginger  
 1 teaspoon ground cinnamon  
 1 teaspoon ground allspice  
 1-1/2 cup unsweetened applesauce  
 1 cup molasses  
 3 large egg whites  
 3 cup lite whipped topping  
 Preheat oven to 325 degrees. Coat two 12-cup muffin tins with cooking spray.



Combine flours, sugar, baking soda, ginger, cinnamon and allspice in a large bowl; stir to mix well. Add applesauce, molasses and egg whites; stir until mixture is moist and well combined. Fill each muffin tin  $\frac{3}{4}$  full with batter.

Bake until a toothpick inserted in center comes out clean, about 40 minutes. Cool cupcakes to room temperature and serve each topped with 2 tablespoons of whipped topping.

Recipe makes 24 servings

*Adapted from: [www.fitnessandfreebies.com](http://www.fitnessandfreebies.com), [webmd.com](http://webmd.com), [americanheart.org](http://americanheart.org).*



*Made possible with funding from the Centers for Disease Control and Prevention.*

## Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

# 10 tips

Nutrition  
Education Series

# be a healthy role model for children

## 10 tips for setting good examples



**You are the most important influence on your child.** You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

### 1 show by example

Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

### 2 go food shopping together



Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

### 3 get creative in the kitchen

Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Janie's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

### 4 offer the same foods for everyone

Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.



### 5 reward with attention, not food

Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need extras—such as candy or cookies—as replacement foods.

### 6 focus on each other at the table

Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.



### 7 listen to your child

If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask "Which would you like for dinner: broccoli or cauliflower?" instead of "Do you want broccoli for dinner?"

### 8 limit screen time

Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

### 9 encourage physical activity

Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.



### 10 be a good food role model

Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

# Appendix

## F. Role-Modeling Practices

### Table of Contents

F.1	Positive Role Modeling Practices
F.2	Encourage Active Play & Participate with Children
F.3	Family Style Meal Service
F.4	Make Mealtime Family Time

## Positive Role Modeling Practices

### Healthy Eating



- ✓ Sit down and eat with children.
- ✓ Snack and meal times should be relaxed and pleasant. Keep the conversation positive. Do not use it as a time to speak to children about earlier misbehavior.
- ✓ Use proper table manners at the table and give positive feedback to the children when they demonstrate good manners.
- ✓ At mealtimes, eat the same food the children eat. Always serve yourself samples from the meal and be sure to take at least a few bites or sips e.g. of water or milk.
- ✓ Try all foods and show positive reactions, just as we want children to do.
- ✓ When eating with the children, describe the different taste sensations (sweet, sour, bitter, salty) of foods so that the children learn the meaning of these words.
- ✓ Try to eat a little of all the foods to indicate your willingness to try all foods and comment on the differences between them. Ask children which was the crunchiest, which smell did they like the best, which was the most colorful, which was the sweetest tasting, etc.
- ✓ At snack time, talk about the food served with descriptive words that represent more than one sense. For example, describe an apple as a red fruit that is round and that is crunchy, or say, *“This banana is yellow; it has a smell we all know and it’s soft inside the peel.”*
- ✓ Don’t say that you don’t like certain foods or make faces indicating your dislike. Don’t use negative words to describe foods. Even if you don’t care for the smell of a food, don’t wrinkle your nose. Save those reactions for food that has soured or gone bad.
- ✓ Talk about specific healthy foods you enjoy eating.
- ✓ Make conversation about eating fruits and vegetables for a snack.  
*“Playing outside made me hungry. I can’t wait to eat a nice, juicy apple!”*  
*“I played really hard. This milk tastes really good. “*  
*“Last night I had chili with chicken and kidney beans. It was really yummy!”*  
*“I really like my sandwich on whole wheat bread. “*  
*“This morning I had pancakes for breakfast. They were really yummy!”*

#### Reference:

*Transforming Our Community’s Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

## F.1

- ✓ Speak positively when talking about foods from other cultures. Talk to the children about some international foods that you enjoy.
- ✓ At snack or meal time, discuss the importance of eating a variety of foods, especially grains, vegetables, fruits and dairy. Let the children see you eat these healthy foods.
- ✓ After a meal with the children, talk about how much energy you have now to play outside and move about the rest of the day.
- ✓ At snack and meal time, discuss foods you enjoy eating and where the food comes from. Don't talk negatively about any food item, except to distinguish between everyday foods and sometimes foods.

### **Food safety**

- ✓ Teacher washes hands with children before handling and eating any foods.
- ✓ Wash foods thoroughly before cutting.
- ✓ Clean all surfaces before beginning to prepare food.
- ✓ Never share utensils or cups.

### **Physical Activity**

- ✓ Take an active part in leading all physical activities. Be sure to move along with the children. Outdoor play must include modeling active jumping, running, ball throwing, etc., by the teacher.
- ✓ Teachers must approach physical activities positively, trying each of them without grunts, groans or physical complaints. Be sure to let the children see you smile while you move your body.
- ✓ Encourage all children to participate wholeheartedly in all physical activities. Everyone must be expected to do their personal best when exercising their bodies.
- ✓ Teachers should express themselves freely, providing adequate modeling without demanding copycat duplication from the children. Keep the spotlight on the children and their movements. "Look at Josiah move. I want to try to move my body like him!"

## F.1

- ✓ When the children are outside on the playground, be sure to engage in play activities with them.
- ✓ Talk about dance as a way we express our feelings with our bodies. Emphasize that dance can be enjoyed by everyone, i.e., boys, girls, men, women, people of all ages.
- ✓ During snack and mealtimes, discuss physical activities that you enjoy. Tell the children that you sleep better when you have been physically active during the day.
- ✓ During snack or meal time, talk about how we can enjoy physical activities even if we aren't as good as others at a particular activity. Tell the children about activities you do well and some you don't do so well, but that you keep trying the activity in order to improve.
- ✓ When playing a team sport, be sure to role model being a good winner as well as being a good loser.

Source: Model Health: Promoting Nutrition and Physical Activity With Children  
<http://healthymeals.nal.usda.gov/hsmrs/Maryland/MODELHealth.pdf>

Reference:

*Transforming Our Community's Health (TOUCH) Initiative*. Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.



# Encourage Active Play and Participate With Children



## Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program

**Active play is physical activity.** Engaging in active play with children is good role-modeling, and a great way to relieve stress.

**Children learn behaviors from adults.** Encouraging children to be physically active each day can help them develop a positive attitude toward movement, dance, sports, and other physical activity. Playing actively with children in your care can help them develop healthy habits.



### Why is it important to encourage active play?

By moving more and sitting less, children learn to live in a healthful way. When children participate in active play, they develop their large muscles. Large muscle development is important for movements such as walking, balancing, sitting up straight, kicking, jumping, lifting, reaching, and throwing a ball. Large muscle development also supports the development of small muscles, which helps with skills such as holding small objects and turning pages in a book.

Active play also develops children's confidence in their ability to be physically active. You should encourage active play every day because:

- ▶ **Active play** helps children build their bones.
- ▶ **Habits are learned early in life**, so being active while in child care can create lifelong physical activity habits.
- ▶ **Children may spend a lot of time at home in front of televisions** and computers instead of playing actively. Give them good habits while they are in your care!



### What should I do to encourage active play?

To promote children's active play, **you** can:

- ▶ **Participate with children** during active play time.
- ▶ **Plan and encourage physical activities** that are appropriate and safe.
- ▶ **Lead activities two or more times per day** that promote children's physical movement.
- ▶ **Encourage movement** by getting children actively moving often.
- ▶ **Wear clothing and footwear that permits easy and safe movement**, and let families know to dress children in appropriate clothing and footwear. (See the *Promote Active Play Through Written Policies and Practices* tip sheet on page 69 for more information.)
- ▶ **Limit "screen time,"** such as TV and DVD viewing, video games, recreational computer use, and other electronic devices. (See the *Limit Screen Time Tip Sheet* on page 73 for more information.)



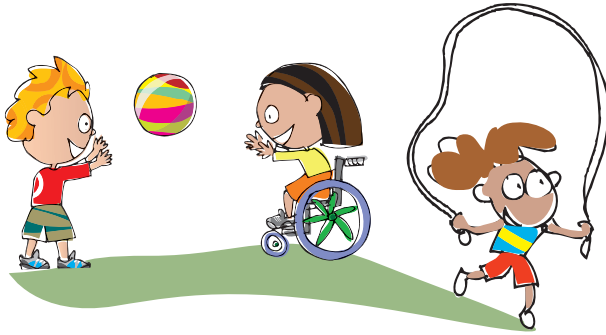
## Activities

### What are some specific ways I can encourage active play every day in my child care program?

Use every opportunity to show the children that you believe physical activity is important.

#### Which of these ideas will you try next week? Mark your choices.

- Encourage active play by offering children a variety of options** such as hula hoops, balls, and jump ropes and letting them choose what they want to do.



- Make a chart for tracking physical activity with children's and child care providers' names.** Have children place a sticker or a stamp by their name every time they participate in active play. Send ideas home to families so they can continue to encourage active play at home.

- Let families know that physical activity is an important part of the day** when children are in your care. Add physical activity messages to newsletters, posters, and posted schedules. [http://www.teamnutrition.usda.gov/resources/Nibbles/Nibbles\\_Newsletter\\_36.pdf](http://www.teamnutrition.usda.gov/resources/Nibbles/Nibbles_Newsletter_36.pdf)

- Display posters and pictures of children and adults being physically active.** Read books that promote physical activity as part of the story.

- Request that families dress children in clothing, shoes, and outerwear** that allow movement and play outside, or bring clothes to change into for playing outdoors.

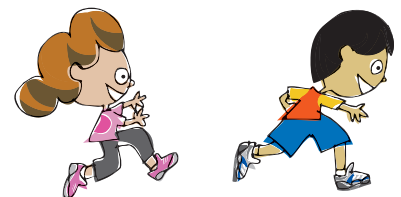
- Make activity cards and use them for a game** by having children select a card and then demonstrate the activity. Activity cards are easy to make – use index cards or square sheets of paper. On one side of the card, paste a picture of a physical activity movement. The child who chooses the card will show everyone else how to do the movement.

- See the *Provide Opportunities for Active Play* tip sheet** on page 63 for instructions and other ideas.

#### List other ideas to show children that physical activity is fun:

- Include physical activity in your special events and family events.** Lead children and their families in playing *Octopus Tag* or *Musical Hoops*. Add fun by using pool noodles, beach balls, and hula hoops.

- Be a good role model.** Participate with children in activities and show them through your actions that active play is an important and fun part of the day. Make positive comments about physical activity.



## FAMILY STYLE MEAL SERVICE



### **WHAT IS FAMILY STYLE MEAL SERVICE?**

**Family style meal service is a style of dining in which child care providers and the children that they care for participate in table setting, serving, eating and clean-up. During this learning experience mealtime conversation, nutrition education and appropriate eating habits are stressed.**

### **WHO CAN HAVE FAMILY STYLE MEAL SERVICE?**

**Anyone! Family Style Meal Service is encouraged in Child Care Centers, Head Start Programs and Child Care Homes as well as in private homes.**

### **WHAT IS THE CHILDREN'S ROLE IN FAMILY STYLE MEAL SERVICE?**

**Children learn to pass food and serve themselves. They take responsibility for serving themselves and they decide how much and what they will eat. This lets them be in control, and therefore, they begin to develop self-esteem. Teachers take this time to teach children proper serving sizes for age.**

### **WHAT ARE THE ADVANTAGES OF FAMILY STYLE MEAL SERVICE?**

- **Children learn to share.**
- **A leisurely meal provides an opportunity to socialize.**
- **The development of good eating habits is encouraged.**
- **Self-confidence is built with a sense of purpose.**
- **Aids in the development of hand and eye coordination and motor skills.**
- **Avoids the use of food as a reward or punishment, which can lead to poor eating behavior.**

#### Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

## **WHAT DO CHILD CARE PROVIDERS NEED TO DO?**

### **PRE-PREPARATION:**

- **In planning meals for young children, the childcare provider can choose a variety of foods from all food groups, taking into consideration the difference in texture, color, temperature, etc. Fresh fruits and vegetables never fail to add nutrition, flavor and aesthetics to the meal. Avoid high fat and sugar foods.**
- **A quiet time before the meal allows the children to calm down after the morning activities. When the children are relaxed, spills are reduced and their appetite is better. Nutrition education is an excellent idea at this time because it stimulates an appetite as well as curiosity.**
- **Utilize tables, chairs, dishes, glasses and silverware that are suitable for young children, in an airy, bright and comfortable environment.**
- **To help prevent disease, children and adults should wash their hands before mealtime.**
- **Plan an adequate length of time for a leisurely paced meal.**

### **AT MEALTIME:**

- **Allow the children to make simple decisions like choosing their own places at the table.**
- **Serve meals with everyone present.**
- **After everyone is seated at the serving table, the different foods being served can be passed around. Encourage the children to serve their own food, including pouring their drinks from child-sized, half filled plastic pitchers.**
- **Adults act as role models by eating the same meal as the children.**
- **Make mealtime pleasant by complimenting the children and including them in conversation. Include nutrition education at this time.**

### **AFTER MEALTIME:**

- **When the children are finished with their meal they may be allowed to leave the table and proceed to help clean up.**
- **Children can help clear the table.**
- **Children can learn the importance of taking care of themselves and staying healthy by brushing their teeth after the meal.**
- **A rest period is a nice conclusion to the meal.**

#### Reference:

*Transforming Our Community's Health (TOUCH) Initiative.* Hollywood, Florida: Broward Regional Health Planning Council; 2014. Funded by #1U58DP003661-01 from the Centers for Disease Control and Prevention.

## Make Mealtime Family Time

### Make meals and memories together. It's a lesson they'll use for life.

It takes a little work to bring everyone together for meals. But it's worth it and the whole family eats better.

- ✓ Start eating meals together as a family when your kids are young. This way, it becomes a habit.
- ✓ Plan when you will eat together as a family. Write it on your calendar.
- ✓ You may not be able to eat together every day. Try to have family meals as often as you can, whether it is breakfast, lunch, or dinner.

### Cook together. Eat together.

Teach your kids to create healthy meals. They'll learn skills they'll use for life.

- ✓ Cooking together can mean more "mommy and me" time on busy days. Ask your child to help with easy tasks, like adding veggie toppings to a cheese pizza.
- ✓ Kids like to try foods they help make. It's a great way to encourage your child to eat fruits and vegetables.
- ✓ Kids feel good about doing something "grown-up." Give them small jobs to do. Praise their efforts. Their smiles will light up your day.
- ✓ Kids love helping in the kitchen. Help teach them to follow instructions, count, and more.
- ✓ It's normal for 2- to 5-year-olds to be "picky" eaters. Help them increase the types of foods they like by setting a good example.
- ✓ They learn by watching you. Kids get curious when they see you eating fruits or vegetables. Before you know it, they'll want to taste what you are having.
- ✓ Encourage your child to try foods. But, don't lecture or force your child to eat.



### Talk together.

- ✓ Focus on the meal and each other. Turn off the television. Take phone calls later.
- ✓ Talk about fun and happy things. Try to make meals a stress-free time. Here are some topic ideas:
  - What made you feel really happy today?
  - What did you have to eat at lunch today?
  - What's your favorite veggie? Why?
  - Tell me one thing you learned today?
  - What made you laugh today?

### Make mealtime a family time.

- ✓ Start small. Busy families are usually pressed for time. Try to get the family together for meals when you can, whether it is for breakfast, lunch, or dinner.
- ✓ Set regular mealtimes so everyone will know when meals will be served.
- ✓ Emphasize the importance of being together, not just eating the food.

Bureau of Child Care Food Programs, Florida Department of Health  
[www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/)

#### Reference:

Florida Department of Health. *Make mealtime family time*. Retrieved from [http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/\\_documents/make-mealtime-family-time.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/_documents/make-mealtime-family-time.pdf)